

Bremer State High School (2050)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

The School Annual Report is a snapshot of the key aspects of school performance during the 2012 school year. It reports on the first operational year of a new strategic plan that identified key school priorities, targets and activities for the period 2012-2015.

The plan emphasises the adoption of several key strategies that focus upon the improvement of student outcomes. Those key strategies are:

- Create individual student data profiles for tracking purposes
- Develop a differentiated learning policy and action plan
- Focus upon teacher professional engagement
- Close the gap in academic outcomes and engagement, between Indigenous and non-Indigenous students
- Refine the data collection plan to include reporting levels
- Celebrate student and staff success and embed the PRIDE Culture across the school
- Implement a diverse curriculum with appropriate pathways within a safe and supportive school environment
- Plan for the transition of year 7 into secondary

School progress towards its goals in 2012

The school continued to make significant progress in relation to the improvement agenda identified in the Strategic Plan.

The percentage of year 9 students who met the national minimum standards increased to 86.9% for reading and 91.6% for numeracy. The percentage of students awarded a QCE increased from 68.9% to 75% and the number of students who gained one or more VET qualifications increased from 80.6% to 89.3%.

In the area of tertiary pathways the number of students who gained an OP of 1-15 had a significant increase. The percentage of students increased from 54.1% to 78.6%. The percentage of tertiary applicants who were successful in gaining an offer of a place in a tertiary course was 94%.

Measures introduced to improve student attendance were also successful as average attendance increased from 84.7% to 85.8%. Retention of students from year 10 to year 12 rose from 61.1% to 67.9%.

It was very pleasing to see high levels of satisfaction being reported by parents, students and parents. Student satisfaction that they are getting a good education increased from 86.6% to 94.2% while parent satisfaction improved from 92.9% to 100%.

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Staff morale increased from 88.9% satisfaction to 92.4%.

These results affirm the strategic direction being pursued by the school and show that strategies aimed at improving the culture of the school are working.

Future outlook

The school continued to be successful in raising academic standards. The priorities identified in the Strategic Plan 2012-2015 will continue to be emphasised. Those priorities are:

Improve student reading skills.

Improve student numeracy skills.

Close the gap between Indigenous and non-Indigenous students in the areas of attendance, retention and academic performance.

Increase the retention of students at key junctures of schooling.

Continue the Pilot of including year 7 students into Junior Secondary.

Expand partnerships between the school and other agencies that broaden student learning opportunities.

Enhance workforce performance and introduce performance planning for teaching staff.

Implement the Australian Curriculum.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1430	755	675	87%
2011	1453	753	700	89%
2012	1537	771	766	90%

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

Characteristics of the student body:

Bremer State High is one of the largest secondary schools in the city of Ipswich. Demand for places at the school is very high and an Enrolment Management Plan is in place to limit enrolments in relation to available facilities. Cultural diversity is an important feature of the school. Aboriginal and Torres Strait Islander students now comprise 9% of the total school population after the number of students increased from 122 to 140. The number of students with Pacific Island and African heritage also increased.

The school caters for a growing number of Defence Force families who have moved into the Ipswich area as a result of the expansion and development of the nearby Amberley Air Force Base.

The school is located close to the Ipswich Central Business District and draws students from a large catchment. The extent of the catchment is shown on the Department of Education, Training and Employment website. The extensive catchment incorporates a diverse range of socio-economic backgrounds. Bremer has an ICSEA score of 935 with 29% of students from families in the bottom quartile, 67% in the middle two quartiles and 5% in the top quartile.

Student retention improved from 67% in 2011 to 72.9% in 2012 however, the mobility of families is a feature of the community. Two years of significant flooding has had an impact on the Ipswich community.

A strong culture of participation in sport and the Performing Arts exists and the school has a highly regarded instrumental music program. The Special Education Program caters for a large number of students with a range of disabilities.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	24	25	26
Year 11 – Year 12	20	20	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	497	334	434

Our school at a glance

Long Suspensions - 6 to 20 days	135	84	101
Exclusions	8	9	11
Cancellations of Enrolment	5	9	25

Curriculum offerings

Our distinctive curriculum offerings

In years 8 and 9 Bremer SHS has built its curriculum around eight Key Learning Areas. The curriculum has been organised as subjects that align with Key Learning Areas. The introduction of the National Curriculum in accordance with established timelines is ongoing. Students in year eight study 8 subjects from the Key Learning Areas. Core subjects are English, Studies of Society and the Environment, Mathematics, Science and Health and Physical Education. Students are also required to participate in a physical fitness program called "Smart Moves".

Elective subjects are drawn from 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. A Reading Recovery program is also provided to support students who have limited reading skills. Year eight students elect to study two of the Technology subjects and two of the Arts subjects for a single semester each during the year.

Year 9 students also study eight subjects selected from the Key Learning Areas. Core subjects are the same as in year 8 and "Smart Moves" is again compulsory. Students must select one subject from each of the Technology KLA and the Arts KLA. 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.

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 at 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 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

Interschool sport

Science club

Greatest athlete competition

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 with computer labs in every building. Laptops are also used extensively.

Our school at a glance

Social climate

At Bremer there is a strong culture of support that assists students to 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 and is reflected in positive opinion survey data and continued enrolment growth.

The school has a focus on the development of the whole person. Consequently, strategies are employed to assist individuals and groups to 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, 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. The roles of the Directors of Student Achievement and Support have also been very effective in monitoring student performance.

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, games club, and a range of Chaplaincy sponsored programs such as Lifetime.

Bullying and harassment behaviours are not tolerated at Bremer State High School. Any student or group of students, who choose to bully/harass another member of the school community, are choosing serious consequences and will be dealt with in accordance with the School's Responsible Behaviour Plan for Students.

The school has a strong emphasis on the teaching of values and the Bremer PRIDE focus has had a significant impact on school culture and student involvement. Student leadership opportunities are provided across all year levels.

Our Parents and Citizens Association has a small but very active group of members. The association runs a very effective canteen and uniform shop as services to the school community.

Parent, student and staff satisfaction with the school

In 2011 the school made a very conscientious effort to develop a new image in the community. These changes were continued in 2012 and the data shows that the results have been very positive. Parents in particular were more satisfied with the way the school dealt with student behaviour than parents in "Like Schools" and schools across the state in general. The level of satisfaction for parents at Bremer was 92.9% compared to 83.9% for parents in Like Schools.

Of the 35 areas where the opinion of parents was sought, Bremer had higher levels of satisfaction in 30 areas when compared to Like Schools. For students, the level of satisfaction was higher in 26 of the 33 areas of performance measured and for staff, it was higher in all 9 dimensions measured.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	96.4%
this is a good school	100.0%
their child likes being at this school*	92.9%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	92.9%
their child is making good progress at this school*	96.4%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	88.9%
teachers at this school motivate their child to learn*	92.9%
teachers at this school treat students fairly*	85.2%

Our school at a glance

they can talk to their child's teachers about their concerns*	96.2%
this school works with them to support their child's learning*	92.3%
this school takes parents' opinions seriously*	92.3%
student behaviour is well managed at this school*	92.9%
this school looks for ways to improve*	100.0%
this school is well maintained*	96.4%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	94.2%
they like being at their school*	81.7%
they feel safe at their school*	83.3%
their teachers motivate them to learn*	86.6%
their teachers expect them to do their best*	97.5%
their teachers provide them with useful feedback about their school work*	85.7%
teachers treat students fairly at their school*	80.5%
they can talk to their teachers about their concerns*	68.9%
their school takes students' opinions seriously*	72.5%
student behaviour is well managed at their school*	60.5%
their school looks for ways to improve*	90.8%
their school is well maintained*	84.9%
their school gives them opportunities to do interesting things*	91.6%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	82.2%
with the individual staff morale items	92.4%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 achievement 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 carers are also invited to attend interviews on a needs basis as specific issues emerge. Teachers regularly ring home to discuss both positive and negative aspects of classroom performance.

Parents and carers 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 develop a "Senior Education and Training Plan".

Every year randomly selected parents are invited to complete a 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 approving the school's Dress Code. The P&C is always appreciative of any volunteer help for its activities.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school has turned to the use of technology to help reduce the environmental footprint. Watering systems throughout the school are automated and set to minimise water use. Rainwater is harvested and stored in underground tanks for use in irrigation and toilets. A total of 400,000 litres of water is capable of being stored. Solar panels have been installed and are linked to the electricity grid and sensor activated lighting is located across the school. The school is designed to benefit from natural lighting and cooling where possible and eco-friendly building products were used in many parts of the school.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	471,056	2,718
2010-2011	713,815	10,114
2011-2012	16,326	8,812

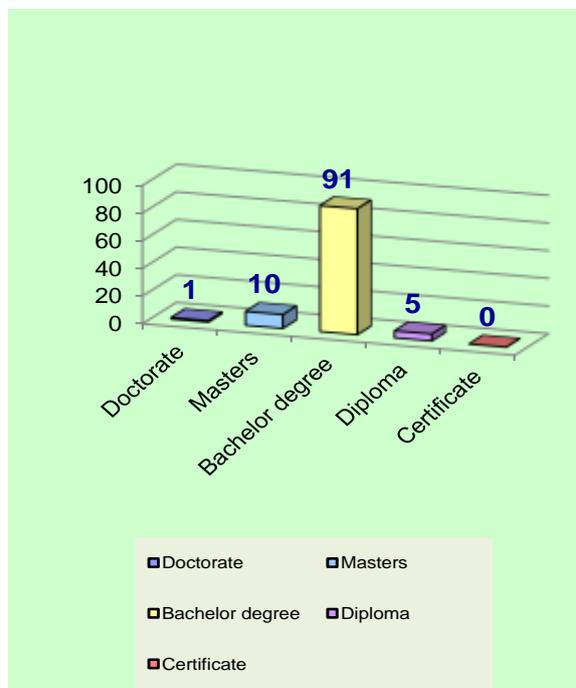
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	120	55	<5
Full-time equivalents	116.5	37.7	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	10
Bachelor degree	91
Diploma	5
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$47,067.55.

The major professional development initiatives are as follows:

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

Our staff profile

cooperative learning

national curriculum

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.8%	96%	95.8%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98.3% of staff was retained by the school for the entire 2012 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' text box**.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. 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's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	85%	85%	86%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

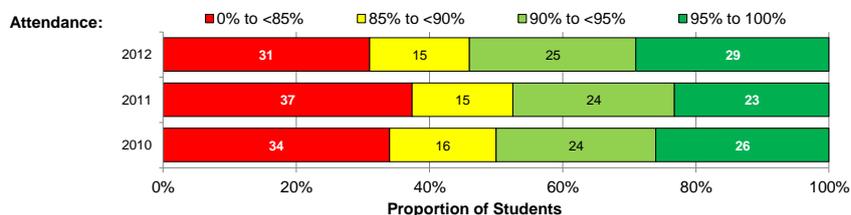
Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2010	86%	83%	82%	85%	88%
2011	87%	84%	82%	86%	82%
2012	89%	85%	82%	86%	87%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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. Year Coordinators actively check for attendance to identify patterns. Following regular absenteeism, letters seeking clarification of unexplained absences are sent home. Parents and carers are also provided with semester reports that contain a summary of absences.

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

Through the PRIDE Awards system, students who have outstanding attendance are formally recognised.

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/>.

Performance of our students

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

Search by suburb, town or postcode

Sector Government
 Non-government

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Performance of our students

Achievement – Closing the Gap

The school continues to make some progress towards improving outcomes for Indigenous students. The gap in performance between Indigenous and non-Indigenous students has narrowed and the number of Indigenous students applying to study at university is also increasing. The gap in attendance and retention remains higher than targets.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	69%	61%	68%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	194	180	224
Number of students awarded a Queensland Certificate Individual Achievement.	0	4	2
Number of students receiving an Overall Position (OP).	81	61	84
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	23	30	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	154	145	200
Number of students awarded an Australian Qualification Framework Certificate II or above.	89	117	160
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	119	124	168
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.	65%	54%	79%
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%	89%	93%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	86%	94%

As at 2 May 2013. The above values exclude VISA students.

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
2010	11	19	23	21	7
2011	3	16	14	20	8
2012	16	16	34	15	3

As at 2 May 2013. The above values exclude VISA students.

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
2010	131	83	9
2011	82	112	23
2012	153	150	29

As at 2 May 2013. The above values exclude VISA students.

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

Post-school destination information

NEXT STEP 2013

YEAR 12 DESTINATIONS

Bremer State High School



Introduction

This report documents a summary of results of the annual *Next Step* survey for Bremer State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2012, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Government Statistician conducted the survey between March and June 2013, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2013 at www.education.qld.gov.au/nextstep.

Response rate for Bremer State High School

Table 1 below reports the response rate for Bremer State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Bremer State High School in 2012.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
187	223	83.9

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Performance of our students

Summary of findings

In 2013, 47.6 per cent of young people who completed Year 12 at Bremer State High School in 2012 continued in some recognised form of education and training in the year after they left school.

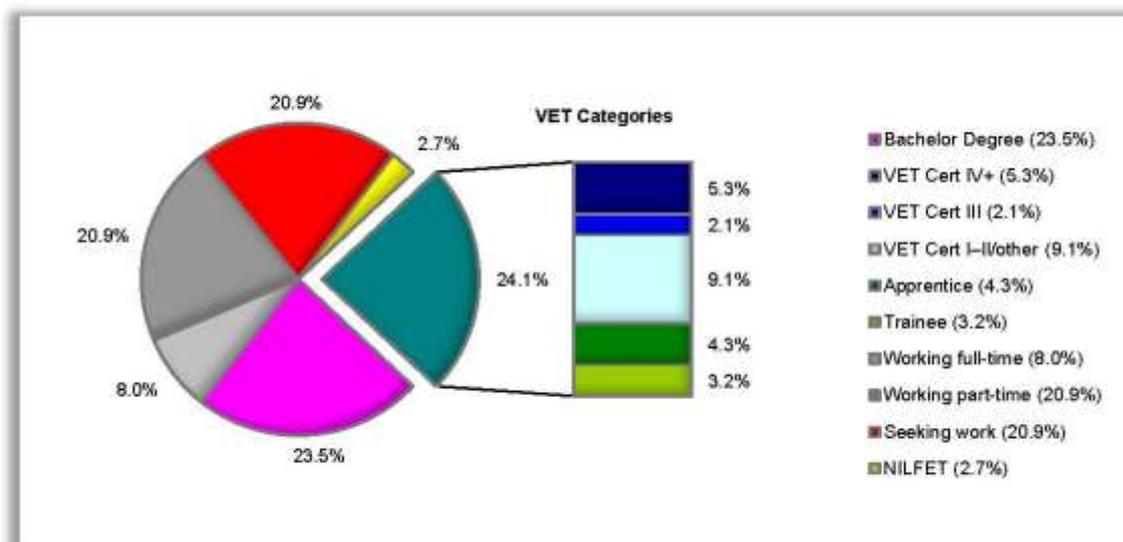
The most common study destination was Bachelor Degree (23.5 per cent). The combined VET study destinations accounted for 24.1 per cent of respondents, including 16.6 per cent in campus-based VET programs, with 5.3 per cent of Year 12 completers entering programs at Certificate IV level or higher.

7.5 per cent commenced employment-based training, either as an apprentice (4.3 per cent) or trainee (3.2 per cent).

In addition to the above study destinations, a further 0.5 per cent of respondents from this school deferred a tertiary offer in 2013 (deferrers are shown in Figure 1 in their current destination).

52.4 per cent did not enter post-school education or training, and were either employed (28.9 per cent), seeking work (20.9 per cent) or not in the labour force, education or training (2.7 per cent).

Figure 1: Main destination of Year 12 completers



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. Most students who left the school did so in order to find work or to attend a college of TAFE. Several students left in order to enrol in special support programs run by organisations such as Boystown.

The school sends written correspondence to the last known address of families who do not notify the school of changed enrolment conditions in order to determine their destination. Phone contact is another method of trying to track students who have left the school.