

# Our school at a glance



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## Principal's foreword

### Introduction

This Annual report documents the schools achievements on a range of outcome measures for the last twelve months at Bremer SHS (2013).

Bremer SHS is the comprehensive secondary school of choice for students in Ipswich City. Bremer SHS has been operating on its new site since 2011 and has a long and proud tradition of providing quality public education for the youth of Ipswich City. Since 2011, the school has grown to over 1700 students. Bremer SHS has a strong sense of community and is able to offer individual attention combined with a comprehensive range of academic, sporting, vocational and cultural opportunities.

Bremer State High School provides you with many new, comprehensive and exciting opportunities for participation over your 5 years of high school, soon to be 6 years with the inclusion of year 7 students to high schools. One of the hallmarks of Bremer State High School is the safe, disciplined and inclusive educational environment where young people can focus on achieving excellence in a range of academic, vocational, sporting and cultural pursuits. As a school community we are focused upon communicating strong academic and social values where everyone is encouraged to take responsibility for their own behaviours – the school is strongly focused on ensuring that each student has an opportunity to achieve their full potential by building a school culture that models and promotes high expectations of learning, behaviour and uniform. The School takes pride in its culture where the Academic Performance, Codes of Behaviour and Dress Standards support a strong Bremer State High School identity and school spirit within Ipswich City.

We have outstanding staff who have contributed much to the lives of our students over the years. The school has an experienced and dynamic leadership team comprising over 50 support staff, 120 teachers led by 10 Heads of Department, 6 Deans of Students, 2 Guidance Officers, 1 HOSES, 4 Deputy Principals and a Principal. The leadership team works with all staff in a collegial atmosphere where staff are challenged and supported to try new ideas to ensure continuous improvement.

Bremer State High School's enrolment has continued to increase (1709 in 2013). Our student population comes from an extremely broad range of cultural and identified groups and Bremer SHS is proactive in valuing the diverse contributions of each of these groups to the richness of school life. Students are drawn primarily from the Ipswich city catchment which is designated in our Enrolment Management Plan. Strong and innovative partnerships and alliances with business, industry, government agencies and community organisations are a strong feature of Bremer State High School.

We are convinced that your course of study at this school will bring great benefits to you personally and professionally in the future. In the end success at school involves a healthy combination of hard work and commitment mixed with fun and enjoyment. This is an exciting, comprehensive and culturally vibrant school community where all students are challenged to work towards our school vision. We value parental involvement in our school activities and welcome visits from interested members of the school community. The school has produced outstanding graduates whose education at Bremer has been an enjoyable and rewarding experience – an experience that has provided them with the skills to make significant and positive contributions at local, state, national and international levels. The following report provides you with a clear snap shot of our schools achievements.

# Our school at a glance

## School progress towards its goals in 2013

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

**NAPLAN:-** We have made significant progress towards our targets in NAPLAN results. Our Corrective Reading Programme has supported improvements in reading levels at the school.

**Year 12 Outcomes:-** We have made significant progress beyond our targets for Year 12 outcomes in 2013.

**Indigenous Education:-** We continue to work towards our targets for Indigenous education. There have been significant improvements in the gap between Indigenous and non-Indigenous apparent retention rates.

**Attendance and retention:-** There has been a significant strengthening of the attendance rate across the school during 2013 and an improvement in the apparent retention rates.

**Satisfaction measures:-** We continue to enjoy significantly high satisfaction rates from parents, students and staff in all aspects of the satisfaction surveys.

## Future outlook

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

- 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.
- Embed 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.

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1453	753	700	89%
2012	1537	771	766	90%
2013	1685	839	846	90%

# Our school at a glance

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

Characteristics of the student body:

Bremer State High is the largest secondary school in the city of Ipswich and has proudly been providing quality education for more than fifty years. With our enrolments growing annually, demand for places at the school is very high requiring an Enrolment Management Plan which ensures that students living in our catchment have access to our excellent facilities.

Our school is culturally diverse. Indigenous students comprise 9% of the school population. The number of students with Pacific Island and other heritage also increased. Students who are from backgrounds with English as a Second Language or Dialect comprise 4% of the school population. Our school has also hosted a small number of International students from European countries.

Australian Defence Force families who have moved into the Ipswich area are an integral part of our school. Our ties with the Royal Australian Air Force Base Amberley continue to grow and this is reflected in the increasing number of Australian Defence families choosing our school.

Our catchment area is extensive and incorporates a diverse range of socio-economic backgrounds. Bremer has an ICSEA score of 935 with 30% of students from families in the bottom quartile, 66% in the middle two quartiles and 4% in the top quartile. Student retention improved from 72.9% in 2012 to 75% in 2013. However, the transience of families is a feature of the community. Our Special Education Programme caters for a large, growing number of students with a range of disabilities. This accounts for 6% of our student body.

A strong culture of participation in a wide range of sports and the Performing Arts exists and the school has a highly regarded instrumental music programme.

## Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	25	26	26
Year 11 – Year 12	20	20	20

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	334	434	443
Long Suspensions - 6 to 20 days	84	101	97
Exclusions	9	11	25
Cancellations of Enrolment	9	25	25

## Curriculum offerings

Our distinctive curriculum offerings include:-

- In years 7, 8 and 9 Bremer SHS has built its curriculum around eight Key Learning Areas. The ongoing implementation of the National Curriculum in accordance with established timelines continues. Students in year seven and 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.
- Elective subjects are drawn from Languages other than English, Technology and the Arts. A Reading Recovery program is also provided to support students who have limited reading skills. Year seven and eight students study 3 technology and 3 Arts subjects 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. 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.

**VARIETY NIGHT** – involves auditions, call backs, full day rehearsal, one show, 20 acts with over 50 students and often teachers performing as well as a student compere and back stage workers. Over 400 students and their families watching.

**JUNIOR DANCE TROUPE** –students from years 7-9 involved in refining dance and performance skills

**SYMPHONIC ORCHESTRA, STRINGS ENSEMBLE, STAGE BAND** - compete in various eisteddfods, and competitions, perform at school functions and in public.. Members of these ensembles attend a music camp to refine performance skills

**FILM CLUB**- an extension group focussing on honing production skills, involved in many different projects around school (eg the Bremer Happy project and outside school (Ekka competition, Movie Mania and the Ipswich Film Competition). Also in partnership with USQ in offering radio and TV production experience.

**CHOIR AND GLEE** – Two different vocal ensembles. Choir is open to any student and Glee requires an audition. These groups compete in various eisteddfods, and competitions, perform at school functions and in public. Choir and Glee members attend a Vocal Camp where they refine their vocal skills and learn choreography.

**MUSICAL** – (every second year) 7 months of rehearsal – 3 night performances two matinees

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# Our school at a glance

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## Extra curricula activities

- **The Great Bremer Canoe Race**- whole school event, 200 students involved, faculty based canoe race
- **The Great Bremer Dry Land Canoe Race**- a replica of the canoe race on dry land
- **The Canoe Race Carnival-(FASE Day)** session 3 and 4- student council run, whole school carnival
- **The Ski Trip**- New Zealand and Mt Hotham- each year
- **Leadership Camp**- All Year 7-11 leaders attend a 3 day camp with Year Cos and Dean's
- **Dean's Day** (used to be called DOSA Day) – student celebration for good effort and behaviour at the end of term- positive recognition of student behaviour
- **PRIDE Week**- lunch time events for whole school promoting PRIDE Values
- **Year 8 Health Day** – whole day health activities

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

Bremer SHS is a progressive leader in the use of Information & Communication Technologies (ICTs) across the curriculum. In 2013 our school maintained its rollout of National Secondary School Computer Fund (NSSCF) devices; in a take-home option for year 11 and 12 students, as well as trolley class sets for use throughout the school. A number of NSSCF devices were also issued to 'at risk' and special needs students to support their learning. Bremer SHS commenced its trial of a Bring Your Own Device (BYOD) program in 2013. This has been highly successful; allowing students to connect to the school network using their own technology at a price suitable to their family's budget. All members of the teaching staff have been issued their Computers for Teachers (CFT) laptop to prepare technology rich learning experiences and complete school administrative tasks. Bremer SHS has maintained its high speed internet access via the University of Queensland internet for schools program, and high density wireless is available throughout the school for service delivery. Data projectors are installed in every teaching space along with numerous interactive whiteboards. EQ's Learning Place is used extensively across the school to allow 24/7 access to learning resources and the digital pedagogies adopted by teachers.

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## Social climate

At Bremer SHS there is a strong culture and ethos 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.

- 91% of parents in 2013 agree that Bremer SHS treats their child fairly
- 97% of students in 2013 feel safe at Bremer SHS
- 97% of staff in 2013 believe that Bremer SHS is a safe place to work

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. The interagency group works with the leadership team to offer a holistic approach to student welfare. The focus of the school is building positive relationships with staff, students and parents.

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. There is also a Dean of Students for each year level who focuses on attendance, uniform, leadership and individual and whole school achievement.

Bremer is a school with a strong focus on promoting health, utilising the Health Promoting Schools Model to promote health. Each year a number of programs are provided to promote the development and maintenance of a healthy lifestyle. Activities include; Pride Week, Year 8 Health Day, Anti-Bullying programs, Sports Day and a range of Chaplaincy sponsored programs such as Lifetime. Pastoral Care in Year 7-9 are taught in PNL- Personal and Social Education and Year 10-12 in Careers Education.

# Our school at a glance

The student council works on student driven projects in four committees- Pride, Arts, Social and Sport- over 50 students- with four teacher mentors for these committees.

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.(as per the Bremer SHS Anti Bullying and Harassment Policy)

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. This is also reinforced by the whole school Critical Routines. Student leadership opportunities are provided across all year levels. There is an annual Leadership Camp in December every year for elected leaders.

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

Since being at the new campus the school made a very conscientious effort to develop a new and positive presence in the community. This image has been further enhanced in 2013 and the data shows that the results have again been very positive.

Parent satisfaction rates were higher than parents in "Like Schools" and schools across the state in general with regard to their child feeling safe at school. The level of satisfaction for parents at Bremer was 96.9% compared to 94% for parents in Like Schools. The school also continues to get strong satisfaction from parents when asked if their child is getting a good education at this school with 94% of parents agreeing.

Of the 35 items where the opinion of parents was sought, Bremer had higher levels of satisfaction in 26 areas when compared to Like Schools.

For students, the level of satisfaction was at or above like schools for 20 of the 33 areas of performance measured.

Significantly 91% of students like being at their school (up from 82% last year); and 93% felt that they are getting a good education.

For staff 97% enjoy working at this school and 95% agreed that this school looks for ways to improve. Overall staff satisfaction was similar or higher in all 9 dimensions measured nationally.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	96%	94%
this is a good school (S2035)	100%	94%
their child likes being at this school* (S2001)	93%	94%
their child feels safe at this school* (S2002)	100%	97%
their child's learning needs are being met at this school* (S2003)	93%	94%
their child is making good progress at this school* (S2004)	96%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	91%
teachers at this school motivate their child to learn* (S2007)	93%	91%
teachers at this school treat students fairly* (S2008)	85%	91%
they can talk to their child's teachers about their concerns* (S2009)	96%	94%
this school works with them to support their child's learning* (S2010)	92%	88%
this school takes parents' opinions seriously* (S2011)	92%	84%
student behaviour is well managed at this school* (S2012)	93%	81%
this school looks for ways to improve* (S2013)	100%	91%
this school is well maintained* (S2014)	96%	100%

# Our school at a glance

<b>Performance measure</b> (Nationally agreed items shown*)		
Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	94%	93%
they like being at their school* (S2036)	82%	91%
they feel safe at their school* (S2037)	83%	88%
their teachers motivate them to learn* (S2038)	87%	88%
their teachers expect them to do their best* (S2039)	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	86%	83%
teachers treat students fairly at their school* (S2041)	81%	78%
they can talk to their teachers about their concerns* (S2042)	69%	75%
their school takes students' opinions seriously* (S2043)	73%	71%
student behaviour is well managed at their school* (S2044)	61%	66%
their school looks for ways to improve* (S2045)	91%	91%
their school is well maintained* (S2046)	85%	89%
their school gives them opportunities to do interesting things* (S2047)	92%	89%

<b>Performance measure</b>	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	97%
they feel that their school is a safe place in which to work (S2070)	97%
they receive useful feedback about their work at their school (S2071)	89%
students are encouraged to do their best at their school (S2072)	95%
students are treated fairly at their school (S2073)	94%
student behaviour is well managed at their school (S2074)	89%
staff are well supported at their school (S2075)	90%
their school takes staff opinions seriously (S2076)	88%
their school looks for ways to improve (S2077)	95%
their school is well maintained (S2078)	94%
their school gives them opportunities to do interesting things (S2079)	94%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## 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 through five formal processes. 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 contact home to discuss both positive and concerning 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 progress 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

The school's move to the new site in 2011 has seen the use of advanced technology to significantly assist with the reduction of the school's environmental footprint. Underground rainwater tanks in various locations around the school harvest and store water for use by the irrigation and toilet systems throughout the school. The irrigation system is automated and programmed to minimise the use of water across the school's extensively large grounds. A total of 400 000 litres of water is capable of being stored around the school. Solar panels have been installed on the roof of the Administration Block and are linked to the school's electricity system. Sensor activated lighting is utilised across the school and the design of buildings built with eco-friendly products benefit from natural light and cooling where possible.

	Environmental footprint indicators	
	Electricity kWh	Water kl
2010-2011	713,815	10,114
2011-2012	16,326	8,812
2012-2013	984,698	7,229

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

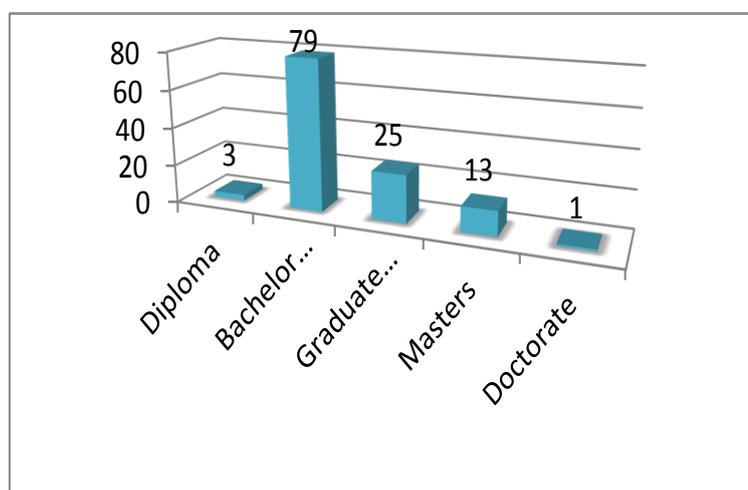
# Performance of our students

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	127	59	<5
Full-time equivalents	121	42	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Diploma	3
Bachelor Degree	79
Graduate Diploma etc.	25
Masters	13
Doctorate	1
<b>Total</b>	<b>121</b>



\* Teaching Staff includes School Leaders

\*\* Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$51,412.07.

The major professional development initiatives are as follows:

- eLearning
- pedagogical practices
- embedding Indigenous perspectives in the curriculum
- vocational education
- data collection and analysis
- senior secondary (QSA)
- junior secondary

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

# Performance of our students

## Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2013 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.

# Performance of our students

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	85%	86%	87%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

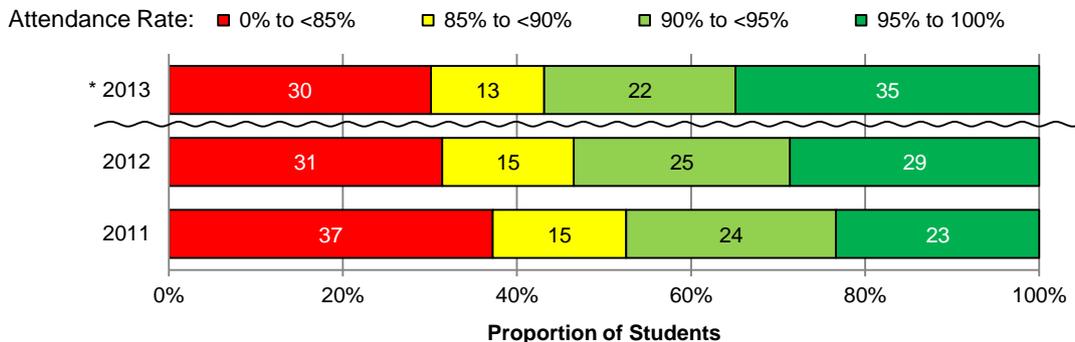
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								87%	84%	82%	86%	82%
2012								89%	85%	82%	86%	87%
2013							91%	90%	86%	86%	85%	86%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### 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. The Student Support Executive actively checks 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.

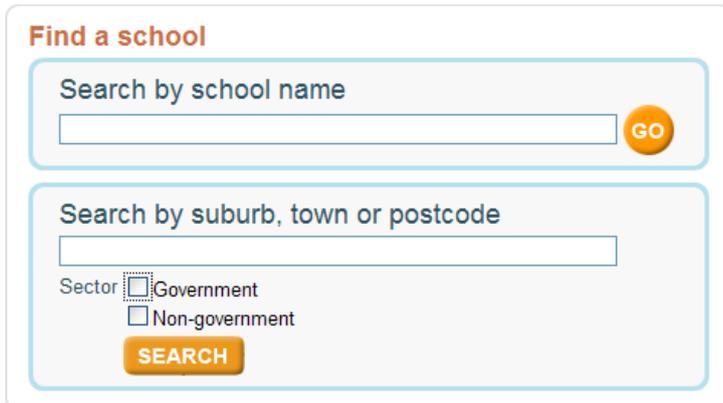
Through the PRIDE Awards system, students who have outstanding attendance are formally recognised.

# 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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

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.

## Achievement – Closing the Gap

The school continues to make 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 remains higher than targets but has reduced. The gap between Indigenous and non-Indigenous retention rates has improved well beyond school targets. There have been significant improvements in aspects of NAPLAN results.

# Performance of our students

## Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	61%	68%	75%

## Outcomes for our Year 12 cohorts

	2011	2012	2013
Number of students receiving a Senior Statement.	180	224	234
Number of students awarded a Queensland Certificate Individual Achievement.	4	2	1
Number of students receiving an Overall Position (OP).	61	84	68
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	30	27	17
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	145	200	215
Number of students awarded an Australian Qualification Framework Certificate II or above.	117	160	148
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	124	168	196
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.	54%	79%	69%
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%	93%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%	94%	98%

As at 5 May 2014. 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
2011	3	16	14	20	8
2012	16	16	34	15	3
2013	6	18	23	19	2

As at 5 May 2014. The above values exclude VISA 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
2011	82	112	23
2012	153	150	29
2013	192	141	21

# Performance of our students

As at 5 May 2014. The above values exclude VISA students.

Students at Bremer SHS were able to complete a Certificate I in Business and a Certificate I in Information, Digital Technology and Design. These courses allowed students to demonstrate competency in skills such as the use of computer packages and application of basic communication skills.

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website 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. 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, Challenge Employment and various employment agencies.

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.

# NEXT STEP 2014 YEAR 12 DESTINATIONS Bremer State High School



## Introduction

This page presents 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 2013, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2014, 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 2014 at [www.education.qld.gov.au/nextstep](http://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 2013.

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, Bremer State High School 2014**

Number of respondents	Number of students who completed Year 12	Response rate (%)
192	234	82.1

## 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](http://www.education.qld.gov.au/nextstep).

## Summary of findings

In 2014, 45.3 per cent of young people who completed Year 12 at Bremer State High School in 2013 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (15.1 per cent). The combined VET study destinations accounted for 30.2 per cent of respondents, including 19.8 per cent in campus-based VET programs, with 13.0 per cent of Year 12 completers entering programs at Certificate IV level or higher.

10.4 per cent commenced employment-based training, either as an apprentice (5.7 per cent) or trainee (4.7 per cent).

In addition to the above study destinations, a further 3.1 per cent of respondents from this school deferred a tertiary offer in 2014 (deferrers are shown in Figure 1 in their current destination).

54.7 per cent did not enter post-school education or training, and were either employed (36.5 per cent), seeking work (16.1 per cent) or not in the labour force, education or training (2.1 per cent).

**Figure 1: Main destination of Year 12 completers, Bremer State High School 2014**

