

Bremer State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Bremer State High School (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 1775 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 students with many new, comprehensive and exciting opportunities for participation over 6 years of high school. 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, 135 teachers led by 14 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 (1775 in 2015). 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 the course of study at this school will bring great benefits to students 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 school's achievements.

School progress towards its goals in 2015

We continue to make changes to our learning environment to enable our students to excel. The table below outlines our priorities and key management projects for 2015 and our progress toward them.

Priority	Progress
Literacy	<ul style="list-style-type: none"> A whole school literacy approach to the embedding of writing was developed and implemented. An intensive reading program for students with significant reading difficulties has been developed and implemented across the junior school. All students in Years 7 to 9 have timetabled literacy lessons each week. All students in Years 7 to 9 had timetabled literacy lessons each week to support the development of literacy skills
Numeracy	<ul style="list-style-type: none"> A whole school audit was completed to identify the numeracy elements in all subject areas and to support the teaching of numeracy skills All students in Years 7 to 9 had timetabled numeracy lessons each week to support the development of literacy skills

Key Management Project	Progress
Aboriginal & Torres Strait Islander Students' Outcomes	<ul style="list-style-type: none"> At risk students received Teacher / Aide support in English, Maths and Science with a focus on literacy and numeracy skills and subject specific achievement. An intensive monitoring and support program was implemented to improve student attendance and engagement.
Data Process	<ul style="list-style-type: none"> A Data Officer was appointed to support school leaders and teachers in collecting and analysing student performance data. All teachers have participated in whole school professional development on the priority areas of literacy, numeracy and the use of data to inform teaching.
Junior Secondary	<ul style="list-style-type: none"> All teachers have participated in whole school professional development on adolescent learners. Instructional and pastoral programs have been embedded in curriculum offerings. The Bremer Blue (recognition and acknowledgement of students achieving A to C results in their studies) has been designed and implemented across the school.
Pedagogy	<ul style="list-style-type: none"> Critical Routines have been refined and implemented. The school's Pedagogical Framework has been developed and implemented into all classrooms.
Positioning Bremer State High School	<ul style="list-style-type: none"> The school's position as a leading education facility has been promoted through photographs, publication of school and student achievements, and promotional materials.
School Wide Positive Behaviour (SWPBS)	<ul style="list-style-type: none"> We continue to implement SWPBS with a focus on PRIDE (Pride, Respect and Responsibility, Integrity, Diversity and Excellence through Engagement). PRIDE is supported through the Pastoral Care Program led by the Deans, through 'Critical Routines', and through the recognition of appropriate behaviours. Bremer State High School has a strong dress code which has been endorsed by the P&C and is upheld by all staff.
Senior Outcomes	<ul style="list-style-type: none"> Senior subject offerings have been reviewed and refined. OP Analyser and Track Ed are used to monitor QCE standing and to identify areas for support

Future outlook

The school continues to pursue the raising of academic standards. The priorities identified in the Strategic Plan 2016-2019 will continue to be emphasised. Those priorities include:

- Bremer Best Practice (Pedagogy, Differentiation & Higher Order Thinking)
- Improving student literacy skills
- Improving student numeracy skills
- Closing the Gap between Indigenous and non-Indigenous students in the areas of attendance, retention and academic performance
- Increasing the retention of students at key junctures of schooling
- Expanding partnerships between the school and other agencies that broaden student learning opportunities
- Enhancing workforce performance through professional development aligned to school priorities
- Implementing the Australian Curriculum
- Preparing for the implementation of the new Senior Assessment System

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1685	839	846	154	90%
2014	1666	839	827	158	89%
2015	1775	895	880	194	91%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the student body:

Bremer State High School 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 11% 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 8% 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 946 with 47% of students from families in the bottom quartile, 49% in the middle two quartiles and 4% in the top quartile. 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.

Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	26	26	26
Year 11 – Year 12	20	20	20

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	443	411	423
Long Suspensions - 6 to 20 days	97	12	30
Exclusions	25	16	25
Cancellations of Enrolment	25	28	19

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

- 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 Years 7 and 8 study eight subjects. Core subjects are English, Studies of Society and the Environment, Mathematics, Science and Health and Physical Education.
- Elective subjects are drawn from a number of key learning areas. A Multilit program is also provided to support students who have limited reading skills. Year 7 and 8 students engage in timetabled literacy and numeracy throughout the year. A science extension program is conducted for identified Year 7 students.
- Year 9 students also study eight subjects. Core subjects are the same as in Year 8. Students must select two electives from key learning areas. Students in Year 9 engage in timetabled literacy and numeracy throughout the year.
- Year 10 is considered a foundation year for the senior phase of learning. Students in Year 10 study five subjects from key learning areas and then choose two further electives. A careers education program is also provided for all Year 10 students.
- Year 11 and 12 students must study an English and Mathematics subject as core curriculum and then the equivalent of four more subjects each semester. Courses are designed to enable students to qualify for the Queensland Certificate of Education through different pathways.
- Progress in Year 11 and 12 is closely monitored with students interviewed at least three times per year, 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 attend the evening

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 (e.g. the Bremer Happy project and outside school including Ekka competition, Movie Mania and the Ipswich Film Competition). Also in partnership with The University of Southern Queensland 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.

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
- Bremerfest - student council run, whole school festival
- The Ski Trip- New Zealand and Mt Hotham - every second year
- Leadership Camp- All Year 7-11 leaders attend a three day camp with year level coordinators and deans
- PRIDE 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
- Interschool sports competition – after school fixtures throughout the year
- Various school clubs – run at lunch times and/or after school

How Information and Communication Technologies are used to improve learning

Bremer State High School is a progressive leader in the use of Information & Communication Technologies (ICTs) across the curriculum. In 2015 our school maintained its use of National Secondary School Computer Fund (NSSCF) devices despite no federal funding. We spent a large amount of money maintaining those devices in order to prolong their use until full implementation of Bring Your Own Device (BYOD) over the next few years. These devices are provided as trolley class sets for use throughout the school.

In 2015 there was a large increase in the number of iPads in the school. The school now has approximately 100 iPads which are used for curriculum applications in Numeracy and Literacy; and for reading interventions in the SEU, Library and ATSI hub. In addition NSSCF devices were also used in classrooms or issued to 'at risk' and special needs students to support their learning.

Data projectors are installed in every teaching space along with numerous interactive whiteboards. Education Queensland's Learning Place is used extensively across the school to allow 24/7 access to learning resources and the digital pedagogies adopted by teachers.

Bremer State High School continued its BYOD program in 2015. 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 State High School has maintained its high speed internet access via Telstra connection. During 2015 the school carried out a wireless upgrade project which increased the high density wireless available. This is significant in the hall which can now facilitate connection for up to 350 devices – a boon for large groups of students or teachers. The upgrade also increased connection capability for large numbers of devices in the lecture theatre and curriculum blocks – especially H and K blocks. All of this increased connectability is necessary as the school's enrolment continues to increase and more students adopt the BYOD program.

Social Climate

At Bremer State High School 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.

- 90% of parents in 2015 agree that their child is making good progress at the school
- 90% of parents in 2015 agree that their children like being at Bremer State High School
- 92% of students in 2015 believe that they are receiving a good education at Bremer State High School

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 Workers 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 State High School 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. Pastoral Care in Years 7 to 9 is taught in PNL- Personal and Social Education and Years 10 to 12 in Careers Education.

Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	94%	90%	90%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
this is a good school (S2035)	94%	83%	90%
their child likes being at this school (S2001)	94%	85%	88%
their child feels safe at this school (S2002)	97%	92%	81%
their child's learning needs are being met at this school (S2003)	94%	83%	90%
their child is making good progress at this school (S2004)	91%	92%	90%
teachers at this school expect their child to do his or her best (S2005)	97%	92%	95%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	83%	81%
teachers at this school motivate their child to learn (S2007)	91%	87%	83%
teachers at this school treat students fairly (S2008)	91%	77%	80%
they can talk to their child's teachers about their concerns (S2009)	94%	87%	85%
this school works with them to support their child's learning (S2010)	88%	76%	79%
this school takes parents' opinions seriously (S2011)	84%	70%	73%
student behaviour is well managed at this school (S2012)	81%	76%	76%
this school looks for ways to improve (S2013)	91%	84%	95%
this school is well maintained (S2014)	100%	96%	100%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	93%	97%	92%
they like being at their school (S2036)	91%	97%	85%
they feel safe at their school (S2037)	88%	97%	92%
their teachers motivate them to learn (S2038)	88%	91%	88%
their teachers expect them to do their best (S2039)	97%	97%	96%
their teachers provide them with useful feedback about their school work (S2040)	83%	88%	84%
teachers treat students fairly at their school (S2041)	78%	84%	74%
they can talk to their teachers about their concerns (S2042)	75%	78%	74%
their school takes students' opinions seriously (S2043)	71%	82%	69%
student behaviour is well managed at their school (S2044)	66%	81%	68%
their school looks for ways to improve (S2045)	91%	97%	91%
their school is well maintained (S2046)	89%	94%	90%
their school gives them opportunities to do interesting things (S2047)	89%	94%	92%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	97%	95%	93%
they feel that their school is a safe place in which to work (S2070)	97%	97%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they receive useful feedback about their work at their school (S2071)	89%	87%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	98%	91%
students are encouraged to do their best at their school (S2072)	95%	97%	96%
students are treated fairly at their school (S2073)	94%	97%	95%
student behaviour is well managed at their school (S2074)	89%	92%	90%
staff are well supported at their school (S2075)	90%	87%	84%
their school takes staff opinions seriously (S2076)	88%	80%	88%
their school looks for ways to improve (S2077)	95%	95%	99%
their school is well maintained (S2078)	94%	98%	96%
their school gives them opportunities to do interesting things (S2079)	94%	90%	86%

'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

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 parents are invited to complete a survey on aspects of school performance.

In 2015 an Indigenous Parent and Community Council was established to enhance Indigenous parent engagement at Bremer State High School. This group meets once a term and provides input to assist develop Indigenous programs and enhance student achievement at school. Additionally there has been an increase in the engagement of local elders for key events such as NAIDOC week and special breakfasts. Indigenous parent and community members have also been engaged with the school in providing support for cultural programs such as the language program, dance troupe, boys' digeridoo program and girls' tiddas program.

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 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. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	984,698	7,229
2013-2014	1,008,725	13,138

2014-2015

1,024,237

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

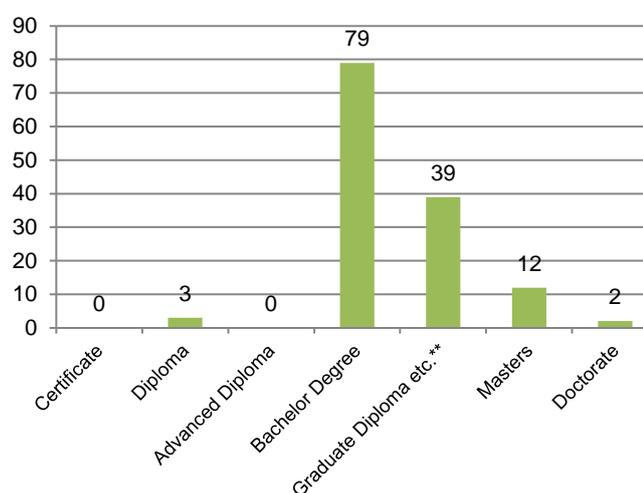
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	135	72	5
Full-time equivalents	130	48	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	79
Graduate Diploma etc.**	39
Masters	12
Doctorate	2
Total	135



*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 2015 were \$63 031.53.

The major professional development initiatives are as follows:

- Literacy
- Numeracy
- Vocational Education and Training
- Junior Secondary
- Senior Secondary (QCAA)
- Data collection and analysis
- Embedding Indigenous perspectives in the curriculum
- Pedagogical practices
- eLearning

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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 2015 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/>.

(The school information below is available on the My School web site. For parents/caregivers who are provided with a printed School Annual Report, school income broken down by funding source must be attached. Schools may wish to copy the information from the My School website).

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

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	87%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	82%	86%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

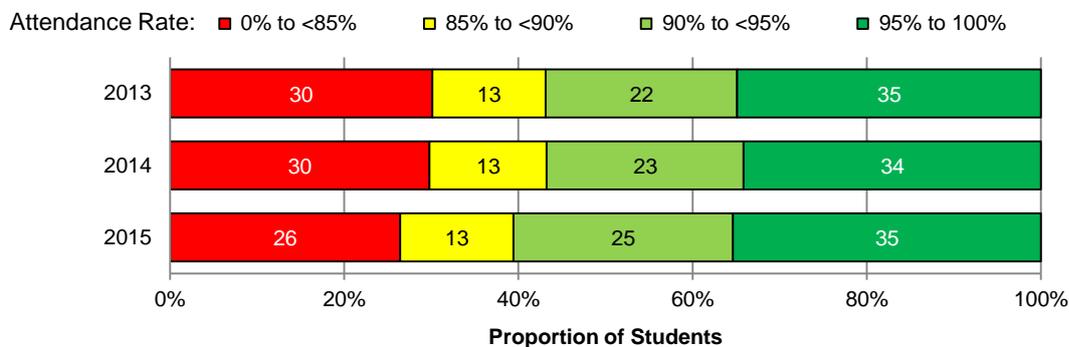
Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013							91%	90%	86%	86%	85%	86%
2014							90%	90%	86%	84%	87%	86%
2015							91%	89%	89%	86%	89%	90%

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed at Bremer State High School in line with departmental 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.

Electronic roll marking is used extensively across the school. Rolls are marked for every lesson. Non-attendance and late arrivals are recorded using the ID Attend electronic system which then informs OneSchool. Parents are notified of daily 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 departmental policies. The Department of Communities (Child Safety) is also notified of cases when attempts to contact parents or guardians about absences are unsuccessful. Attendance of students in the Compulsory Participation phase is also closely monitored and followed up.

Student attendance is a high profile whole-school agenda item. Student attendance data is analysed on a weekly basis and Deans of Students are provided with a detailed report. This data is also shared with all staff. Student attendance data is tracked by Deans of Students and Year Coordinators and appropriate follow-up is implemented. Students are aware of their individual attendance rate and pattern.

Through the PRIDE Awards system, students who have outstanding attendance are formally recognised. School-based year level certification is awarded to students to engender engagement with academic endeavours. A component of this considers the student's individual attendance rate.

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

The screenshot shows a search interface with the following elements:

- A text box labeled "School name" with a red "GO" button to its right.
- A text box labeled "Suburb, town or postcode" below the first one.
- A "Sector:" label with two checked checkboxes: "Government" and "Non-government".
- A large red button labeled "SEARCH" at the bottom.

Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%	77%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	71%	75%	66%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	234	241	253
Number of students awarded a Queensland Certificate of Individual Achievement.	1	7	4
Number of students receiving an Overall Position (OP)	68	66	76
Percentage of Indigenous students receiving an Overall Position (OP)	19%	16%	18%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	17	28	42
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	215	231	242
Number of students awarded an Australian Qualification Framework Certificate II or above.	148	195	190
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	196	228	244
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	71%	89%	100%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	69%	70%	57%
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.	97%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	96%	85%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	6	18	23	19	2
2014	11	9	26	16	4
2015	7	14	22	26	7

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	192	141	21
2014	193	185	44
2015	193	176	37

As at 16 February 2016. The above values exclude VISA students.

The following courses were offered to students and completed during 2015:

- Cert I and Cert II Business
- Cert I and Cert II Information, Digital Media and Technology
- Cert I and Cert II Visual Art
- Cert II Workplace Practices
- Cert II Retail Services

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 school 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 further education. Several students left in order to enrol in special support programs run by organisations such as Pathways College, Artius Employment, Challenge Employment and various employment agencies.

The Regional Pathways Officer works with the school to transition early school leavers into the workforce or to further education. 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 also used to track students who have left the school.