



Bremer State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Bremer State High School 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 1880 students. Our school 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.

We provide students with many new, comprehensive and exciting opportunities for participation over 6 years of high school. One of the hallmarks of Bremer 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 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 16 Heads of Department, 6 Deans of Students, 3 Guidance Officers, 5 Deputy Principals and an Executive 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.

School enrolments have continued to increase. Our student population comes from an extremely broad range of cultural and identified groups and 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 the 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. Bremer 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 snapshot of our school's achievements.

Principal's Foreword

Introduction

School Progress towards its goals in 2017

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 2017 and our progress toward them.

Priority	Progress
Bremer Best Practice (Explicit Instruction, Differentiation & Higher Order Thinking)	<ul style="list-style-type: none">• Implemented the Bremer Pedagogical Framework across the school.• Built capacity of teachers to use explicit instruction, differentiation and higher order thinking strategies.• Established a Teaching and Learning Centre called "The Zone".• All teachers using critical routines, explicit instruction and differentiated learning experiences in their classrooms.• All teachers using data to better inform their teaching practice.
Literacy (Reading and Writing)	<ul style="list-style-type: none">• EWrite program has been implemented into all junior classes.• Our intensive reading program for students with significant reading difficulties has been refined and implemented across the junior school.• 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"> All students in Years 7 to 9 had timetabled numeracy lessons each week to support the development of numeracy skills.
Student Achievement (A to D results, Year 12 Exit)	<ul style="list-style-type: none"> We continue to align school curriculum to ACARA and QCAA requirements Literacy and Numeracy demands of curriculum is embedded across school subjects and assessments Professional development has been provided around new senior curriculum and assessment processes TrackEd is used across all year levels for student tracking and monitoring Intervention strategies are in place for students identified as at risk academically

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 had been established to improve student attendance and engagement.
High Achievers	<ul style="list-style-type: none"> Extension classes in Literacy, Numeracy, Science, English, History, German Language totalling up to 15 sessions per week Scholarship opportunities Primary school alliance program for high achieving students
Data Process	<ul style="list-style-type: none"> School leaders and teachers have regularly collected and analysed student results to determine academic progress and identify areas for focus. All teachers have participated in whole school professional development in the priority areas of literacy, numeracy and the use of data to inform teaching. School Data Officer collates and interrogates data and presents data in a range of displays for staff and students.
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.
Learning Support	<ul style="list-style-type: none"> Learning Support programs have been implemented with Hubs of support including, Numeracy, Literacy and ATSI. All students have begun to be tested on enrolment and screened for potential learning support.
Bremer Best Practice	<ul style="list-style-type: none"> Critical Routines have been implemented across the school. The school's Pedagogical Framework has been refined and implemented into all classrooms. Extensive Professional Development program has been implemented.
Positioning Bremer State High School	<ul style="list-style-type: none"> The school's position as a leading education facility has been promoted through a Scholarship program, photographs, publication of school and student achievements, improved signage and promotional materials.
Positive Behaviour for Learning (PBL)	<ul style="list-style-type: none"> We continue to implement PBL 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. VIVO points have been entrenched as our system for acknowledging and rewarding positive student behaviour.
Student welfare & wellbeing	<ul style="list-style-type: none"> Student welfare and wellbeing continues to be an embedded culture at Bremer State High School. We continue to strive to build and maintain a supportive environment that combines a focus on wellbeing with a focus on learning – without one the other will not happen.

	<ul style="list-style-type: none"> In 2017 an extensive audit was conducted to identify potential gaps in our programs and services. This will aid planning in 2018 to strengthen our wellbeing focus within the school.
Senior Outcomes	<ul style="list-style-type: none"> Senior subject offerings have been reviewed and refined. OP Analyser and TrackEd are used to monitor QCE standing and to identify areas for support.
Whole School Attendance	Non-attendance is managed in state schools in line with the Department of Education procedures, <i>Managing Student Absences and Enforcing Enrolment and Attendance at State Schools</i> and <i>Roll Marking in State Schools</i> , which outline processes for managing and recording student attendance and absenteeism.

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 (Explicit Instruction, Differentiation & Higher Order Thinking)
- Improving student literacy skills (Reading & Writing)
- Improving student numeracy skills
- Improving student academic results across Years 7 to 12
- Maintaining 100% QCE attainment
- 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 2017:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1775	895	880	194	91%
2016	1806	916	890	212	91%
2017	1866	958	908	214	91%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

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 12% of the school population. The number of students with Pacific Islander and other heritages also increased. Students who are from backgrounds with English as a Second Language or Dialect comprise approximately 2% 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 944 with 47% of students from families in the bottom quartile, 48% in the middle two quartiles and 5% in the top quartile.

Transience of families is a feature of the community. Our Special Education Program caters for a large, growing number of students with a range of disabilities.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	26	25	25
Year 11 – Year 12	20	21	20

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 Multitit 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 and 8 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 three further electives.
- 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 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. These include:

VARIETY NIGHT - involves auditions, call backs, full day rehearsal, one show, over 20 acts and over 60 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 USQ 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.

Co-curricular 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- minor break and session 4- student council run, whole school festival.
- The Ski Trip- New Zealand -every second year.
- Leadership Camp- All Year 7-11 leaders attend a 3 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.
- Interschool sports competition – after school fixtures throughout the year.
- Science Clubs and competitions.

- Chess Club and chess competitions.
- Various school clubs – run at lunch times and/or after school.

How Information and Communication Technologies are used to Assist Learning

Bremer State High School is a progressive leader in the use of Information & Communication Technologies (ICTs) across the curriculum. In 2017 our school maintained a strong fleet of both laptops and iPads for student access. School funds were used to upgrade device components to prolong their use until greater implementation of our Bring Your Own Device (BYOx) in 2019. These devices are provided as trolley class sets for use throughout the school.

Students have real time access to their attendance records and can follow up discrepancies directly with their teachers. The school library introduced a self-check-out borrowing system for automated resource borrowing. The library has also made significant investment in student access to e-resources and e-book catalogues. Students have 24/7 access to homework resources through EQ's Learning Place and a number of teachers facilitate online courses.

In 2017 iPads continued to be used as a learning tool within the school. The school now has around 140 iPads which are used for curriculum applications in Numeracy and Literacy; and for reading interventions in the Special Education Unit, Library and Indigenous hub. Data projectors and interactive whiteboards are installed in most teaching spaces throughout the campus. Education Queensland's OnePortal is used extensively across the school to allow staff 24/7 access to school resources and departmental information. Teaching staff gained access to OneDrive cloud storage, allowing them to work on their materials from any location or device. OneDrive cloud storage will be made available to students in 2018.

Bremer State High School continued its school-based BYOD program in 2017. This has allowed 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.

Social Climate

Overview

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.

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, School Based Youth Health Nurse, Chaplain, Defence Force Mentor, Youth Support Workers and a range of support agencies external to the school. Our Student Support Services 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 holistic health, utilising the Mind Matters framework as a basis for learning, programs and activities. Each year a number of programs are provided to promote the development and maintenance of a healthy lifestyle. This incorporates physical and mental health.

Activities include; Bremerfest, Great Bremer Canoe Race, Pride Week, Year 8 Health Day, anti-bullying programs, Mental Health Week, sports days and a range of staff sponsored programs.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	90%	90%	81%
this is a good school (S2035)	90%	84%	82%
their child likes being at this school* (S2001)	88%	86%	83%
their child feels safe at this school* (S2002)	81%	84%	80%
their child's learning needs are being met at this school* (S2003)	90%	79%	78%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is making good progress at this school* (S2004)	90%	80%	78%
teachers at this school expect their child to do his or her best* (S2005)	95%	86%	87%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	77%	79%
teachers at this school motivate their child to learn* (S2007)	83%	78%	76%
teachers at this school treat students fairly* (S2008)	80%	69%	70%
they can talk to their child's teachers about their concerns* (S2009)	85%	80%	84%
this school works with them to support their child's learning* (S2010)	79%	77%	76%
this school takes parents' opinions seriously* (S2011)	73%	66%	71%
student behaviour is well managed at this school* (S2012)	76%	70%	69%
this school looks for ways to improve* (S2013)	95%	77%	78%
this school is well maintained* (S2014)	100%	94%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	92%	90%	90%
they like being at their school* (S2036)	85%	85%	92%
they feel safe at their school* (S2037)	92%	89%	90%
their teachers motivate them to learn* (S2038)	88%	90%	93%
their teachers expect them to do their best* (S2039)	96%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	84%	91%	87%
teachers treat students fairly at their school* (S2041)	74%	77%	82%
they can talk to their teachers about their concerns* (S2042)	74%	77%	77%
their school takes students' opinions seriously* (S2043)	69%	71%	83%
student behaviour is well managed at their school* (S2044)	68%	72%	69%
their school looks for ways to improve* (S2045)	91%	93%	90%
their school is well maintained* (S2046)	90%	90%	88%
their school gives them opportunities to do interesting things* (S2047)	92%	85%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	98%	94%
they feel that their school is a safe place in which to work (S2070)	95%	97%	95%
they receive useful feedback about their work at their school (S2071)	87%	88%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	91%	84%	82%
students are encouraged to do their best at their school (S2072)	96%	97%	96%

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
students are treated fairly at their school (S2073)	95%	96%	96%
student behaviour is well managed at their school (S2074)	90%	87%	83%
staff are well supported at their school (S2075)	84%	86%	86%
their school takes staff opinions seriously (S2076)	88%	88%	78%
their school looks for ways to improve (S2077)	99%	96%	95%
their school is well maintained (S2078)	96%	96%	94%
their school gives them opportunities to do interesting things (S2079)	86%	95%	91%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 six formal processes. They are:

- Progress report (term one)
- Parent/Teacher interview (term two)
- Semester One report
- Parent/Teacher interview (term three)
- Progress report (term three)
- Semester Two report (Year 7 – 11)

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".

Bremer State High School produces 9 (nine) Newsletters each school year to communicate key events and to celebrate student achievement in a range of academic, sporting, arts and cultural areas.

Bremer State High School maintains a Facebook page to provide a forum for communication and celebration of key events.

Every year randomly selected parents are invited to complete a survey on aspects of school performance.

An Indigenous Parent and Community Council enhances Indigenous parent engagement at Bremer State High School. This group meets once a term and provides input to assist the development of Indigenous programs to 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.

Bremer State High School enjoys very strong support through the Parents and Citizen's Association.

The Parents and Citizens Association (P & C) is the main forum through which parents and members of the community contribute to the development of school policies and plans. The P & C manages the school canteen and uniform shop and is responsible for endorsing the school's Dress Code. The P&C is always appreciative of any volunteer help for its activities.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. These programs include but are not restricted to the following.

The student leadership program engages over 100 students in a range of areas of responsibility, leadership and support for school and community based co-curricular activities including:

- Bremer Fest
- RUOK? Day
- Bremer Canoe Race
- Arts Showcase

The Student Support Services team in conjunction with the Mind Matters Action team also provide programs for students that include

- Love Bites (a domestic violence prevention program)
- Student mentor programs (Year 11's working with Year 7's)

The school PRIDE program allows all students to demonstrate the school's PRIDE values:

- Perseverance
- Respect and Responsibility
- Integrity
- Diversity
- Excellence through Engagement

Students work towards three PRIDE levels through demonstrated responsible behavior, engagement and participation in:

- Pride in self
- Pride in school and
- Pride in community

Students are taught about healthy relationships explicitly through their Health and Physical Education lessons in Junior Secondary school, in line with the Australian Curriculum. This program targets a range of contemporary issues for young people including:

- Domestic violence
- Personal health
- Conflict resolution
- Resilience
- Bullying

Senior school students are engaged in programs that target:

- Safe partying
- Schoolies week
- On-line safety
- One Punch Can Kill
- Sexual health
- Personal health
- Healthy relationships
- Domestic violence
- Legal issues

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	423	469	411
Long Suspensions – 11 to 20 days	30	31	31
Exclusions	25	26	13
Cancellations of Enrolment	19	22	11

Environmental Footprint

Reducing the school's environmental footprint

The school has seen the use of advanced technology to significantly assist with the reductions 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 minimize the use of water across the school's extensively large grounds. Progressively, we are reducing grassed/soil areas around buildings by replacing this with synthetic grass to assist with water reduction and less maintenance. 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 funding for more solar panels will be available to the school in 2017-2018 to assist with reduction of electricity and emissions. Sensor activated lighting is utilized across the school and the design of buildings built with eco-friendly products benefit from natural light and cooling where possible.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	1,032,795	14,467
2016-2017	1,024,822	15,685
2017-2018	1,091,551	16,352

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <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

Sector:

Government

Non-government

SEARCH

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	145	83	5
Full-time Equivalents	141	61	<5

Qualification of all teachers:

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	11
Graduate Diploma etc.**	7
Bachelor degree	124
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 was \$80 910.51.

The major professional development initiatives are as follows:

- Aspiring to Lead
- Australian Curriculum
- Bremer SHS PD 2017- Various in house PD
 - Literacy
 - Numeracy
 - Pedagogy and Student Outcomes
- CERT IV TAE
- Change Makers-EduChange
- Diversity and Differentiation
- DP and Principal Leadership PD
- First Aid/CPR,
- QCAA Curriculum Leaders
- VET, Writing Skills
- Team Teach
- QSPA
- Positive Behaviour for Learning
- Mental Health
- Bremer State High School ran in-house Professional Development after school every second Tuesday, combined with out of school offerings.

The proportion of the teaching staff involved in professional development activities during 2017 was 98.62% in paid Professional Development and 100% in school based Professional Development.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 98% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	88%	84%

*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 student attendance rate in 2017 for all Queensland Secondary schools was 90%.

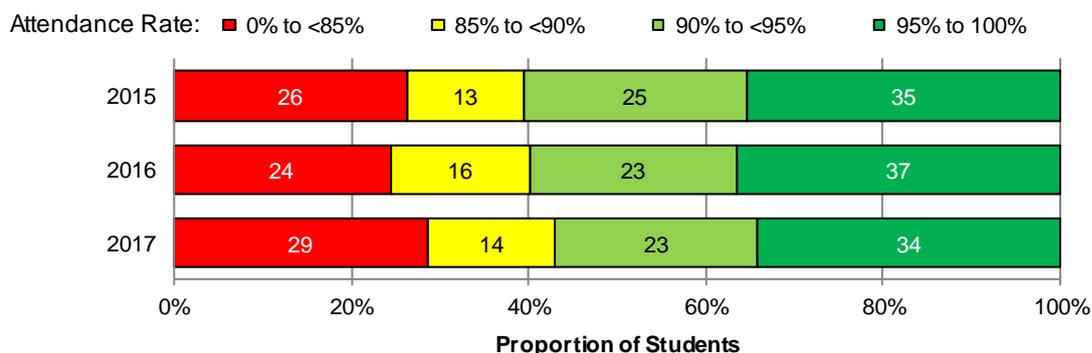
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								91%	89%	89%	86%	89%	90%
2016								90%	90%	88%	89%	88%	89%
2017								90%	87%	87%	85%	90%	87%

*Attendance rates effectively count 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 in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed at Bremer State High School in line with the following departmental procedures which outline processes for managing and recording student attendance and absenteeism.

- Managing Student Absences and Enforcing Enrolment
- Attendance at State Schools
- Roll Marking in State Schools

Rolls are marked electronically 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. Following regular absenteeism, letters seeking clarification of unexplained absences are sent home.

Student attendance is a high profile whole-school agenda item. The Student Support Executive utilise tracking software 'TrackEd' to monitor and manage student attendance. The Deputy Principal, Dean of Students and Year Level Coordinator meet on a regular basis to analyse individual student attendance data and assign a case manager to those students who are determined to be at risk. Contact is made with parents/carers and appropriate follow-up is implemented. Parents and carers are also provided with semester reports that contain a summary of absences.

A year level student attendance report is provided to the Deans of Students on a weekly basis. This data is shared with all staff and students on year level assemblies. Students receive an individual TrackEd profile sheet four times per year which informs students of their attendance patterns. In addition, there are noticeboards in each year level area that display weekly and year to date attendance rates. Students are actively encouraged to know and realise the implications of poor attendance. Identified students participate in an attendance workshop that helps to determine factors that are impacting their attendance. They are then guided in suggesting strategies that will have a positive impact on their attendance rate.

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.

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

NAPLAN

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

Sector:

Government

Non-government

Where it states '**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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	253	246	239
Number of students awarded a Queensland Certificate of Individual Achievement.	4	0	0
Number of students receiving an Overall Position (OP)	76	65	56
Percentage of Indigenous students receiving an Overall Position (OP)	18%	6%	19%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	42	27	34
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	242	240	235
Number of students awarded an Australian Qualification Framework Certificate II or above.	192	228	233
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	244	246	239
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
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.	57%	57%	64%
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	85%	91%	83%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	7	14	22	26	7
2016	8	9	20	26	2
2017	7	15	14	16	4

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	193	176	45
2016	213	218	43
2017	128	231	34

As at 14th February 2018. The above values exclude VISA students.

The following courses were offered to students and completed during 2017:

Certificate I Business	Certificate II Business
Certificate I Visual Art	Certificate II Visual Art
Certificate II Retail Services	Certificate I Hospitality
Certificate II Skills for Work	Certificate I Construction
Certificate I Engineering Pathways	Certificate III Sport & Recreation
Certificate III Business	Certificate II Active Volunteering
Certificate IV Justice Studies	

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	75%	75%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	66%	65%	76%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.bremershshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leaver's information

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

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 Queensland 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.

All students were case managed in an effort to ensure that all early leavers had a meaningful pathway into the world of further study and work.

Conclusion

Staff at Bremer State High School continue to work in partnership with students, parents and carers and the wider community to provide engaging learning opportunities for our students. We strive to provide appropriate pathways for all students as we believe that all can succeed.