



Bremer State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Bremer State High School is located close to the Ipswich Central Business District and adjoining the University of Southern Queensland, Ipswich campus. The school offers an extensive curriculum supported by first class facilities and beautifully landscaped grounds.

At Bremer, we focus on providing a supportive and caring environment to enable all students to develop the skills they need to be successful members of society. We offer a broad range of academic and vocational subjects across Years 7 to 12, complemented by schools of excellence in English, Maths, Science and Humanities. All junior students receive targeted literacy and numeracy lessons and a comprehensive support program is in place for students experiencing difficulties in their learning.

We have strong partnerships with our neighbouring university, TAFE and local businesses and a strong community reputation. Our focus is on Excellence in Learning articulated through our PRIDE values of "perseverance", "respect and responsibility", "integrity", "diversity" and "excellence through engagement".

School progress towards its goals in 2018

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 2018 and our progress towards them.

Priority	Progress
Bremer Best Practice (Pedagogy, with a focus on Consistency in Routines and Procedures, Explicit Instruction, Differentiation and Higher Order Thinking, and Reflective Practices)	<ul style="list-style-type: none"> All teachers have been supported in the implementation of new QCE BYOx has been implemented in the Year 7 BSEP class and Year 11 Teachers have access and training in futures technologies to support their professional practice Early careers teachers are supported through a strong induction and mentoring program specific to their experience and needs The Teaching and Learning Team has continued to provide school wide support to build the capacity of teachers in implementing the school Pedagogical Framework (explicit instruction, differentiation, higher order thinking, reflective practices)
Literacy (Reading and Writing)	<ul style="list-style-type: none"> Our intensive reading program for students with significant reading difficulties has been consolidated across the junior school The junior school intervention program has been expanded with the development and implementation of the Literacy Hub (writing) All students in Years 7 to 9 have timetabled literacy lessons each week to support the development of literacy skills Parent engagement in their children's literacy learning has been encouraged through involvement in the school's homework program
Numeracy	<ul style="list-style-type: none"> All students in Years 7 to 9 have timetabled numeracy lessons each week to support the development of numeracy skills A Numeracy Hub has been created to support students with significant numeracy difficulties in the junior school Community partnerships have been developed through connections with primary feeder schools and the continued development of the Primary School High Achievers Program.
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
Indigenous 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.

	<ul style="list-style-type: none"> 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 are offered in Literacy, Numeracy, Science, English, History and German Language Scholarship opportunities are offered to Year 6 students in the local area A primary school alliance program operates for high achieving students
Junior Secondary	<ul style="list-style-type: none"> Junior secondary guidelines have been reviewed and implemented..
Learning Support	<ul style="list-style-type: none"> Learning Support programs have been implemented with Hubs of support including, Numeracy, Literacy and Indigenous support.
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 implemented as our system for acknowledging and rewarding positive student behaviour.
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. The P&C Student Support Services Centre was built to house the school Chaplain, School Nurse, Youth Support Worker, and Defence Mentor. This Centre provides a central location within the school where students are able to access welfare and wellbeing support from a highly dedicated team.
Vocational Education & Training (VET)	<ul style="list-style-type: none"> The SKW Certificate program has been reviewed and implemented. The Career Connections Centre has been expanded and a permanent location purpose built within the school.

Future outlook

The school continues to pursue the raising of academic standards and ensuring that all students have a viable pathway for when they leave Bremer State High School. 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 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1806	1866	1987
Girls	916	958	1012
Boys	890	908	975
Indigenous	212	214	220
Enrolment continuity (Feb. – Nov.)	91%	91%	91%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

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 State High School 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	25	25	25
Year 11 – Year 12	21	20	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

- In Years 7, 8 and 9 Bremer State High School 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 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. A science extension program is conducted for identified Year 9 students.
- Year 10 is considered a foundation year for the senior phase of learning. Students in Year 10 study three subjects from Key Learning Areas and then choose three further electives. Year 10 students complete a Skills for Work Program which includes Certificate I Business and Certificate II Skills for Work.
- 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.
- This year has seen a focus on planning to ensure seamless transition into, and the implementation of, the New QCE for Year11 in 2019.
- 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 participates in a music tour to refine performance skills.
 - VOCAL ENSEMBLE - This group competes in various eisteddfods, and competitions, performs at school functions and in public.

Co-curricular activities

Bremer State High School provides a wide variety of co-curricular activities. These include are but not limited to:

- 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.
- Variety Night- showcasing the various talents of our student body
- Instrumental music including performances in a variety of groupings and settings
- Dance troupe and Choir
- The Ski Trip- New Zealand -every second year.
- Leadership Camp- All Year 7 to 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 leader in the use of Information and Communication Technologies (ICTs) across the curriculum. In 2018 our school maintained a strong fleet of both laptops and iPads for student access. These devices are provided as trolley class sets for use throughout the school. School funds were used to upgrade device components to prolong their use until greater implementation of our Bring Your Own Device (BYOx) in 2019. All students in Year 7 Bremer Science Excellence Programme (BSEP) and all Year 11 students participated in the BYOx programme. A small number of students accessed equity devices that were provided by the school. The uptake of BYOx in Year 7 BSEP and Year 11 was 100% in 2019.

Students have real time access to their attendance records and can follow up discrepancies directly with their teachers. The school library has 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 in Year 11 and 12 are utilising classwork on OneNote in numerous classes that enables students to access curriculum resources, classwork and homework both at school and at home. Turn It In was introduced at the end of 2018 for implementation in 2019 with Year 11 ATAR classes trailing its use.

In 2018 iPads continued to be used as a learning tool within the school. The school now has around 200+ 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 One Portal 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 was made available to students in 2018.

Bremer State High School has 26 trial iPad devices with teachers for use in the classroom and electronic marking of assessment and feedback to students. These teachers also have access to wireless projection in the classroom through the use of AirServer on their iPads. The teachers in this trial are teaching Year 11 ATAR subjects in 2019, but these teachers are also utilising iPads in their classrooms to see how they can enhance learning experiences in both junior and senior classroom environments. There has also been significant investment in Virtual Reality

(VR) class sets, of benefit to the Indigenous Hub and across the curriculum allowing students to be immersed in interactive digital learning environments.

Bremer State High School continued its school-based BYOx program in 2018 and implemented BYOx in 2019 for Year 11 and Year 7 BSEP students. 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. In 2018 a new Wellbeing Hub was created to centralise these services in the school. This also provides a safe and quiet space for students to go during lunch times if they need to. 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 at least one 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, student support and wellbeing as well as individual and whole school achievement.

Bremer State High School is a school with a strong focus on promoting holistic health, utilising Education Queensland's Student Learning and Wellbeing Framework as an overarching organiser 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	81%	92%
• this is a good school (S2035)	84%	82%	92%
• their child likes being at this school* (S2001)	86%	83%	91%
• their child feels safe at this school* (S2002)	84%	80%	89%
• their child's learning needs are being met at this school* (S2003)	79%	78%	85%
• their child is making good progress at this school* (S2004)	80%	78%	89%
• teachers at this school expect their child to do his or her best* (S2005)	86%	87%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	77%	79%	84%
• teachers at this school motivate their child to learn* (S2007)	78%	76%	86%
• teachers at this school treat students fairly* (S2008)	69%	70%	83%
• they can talk to their child's teachers about their concerns* (S2009)	80%	84%	93%
• this school works with them to support their child's learning* (S2010)	77%	76%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• this school takes parents' opinions seriously* (S2011)	66%	71%	88%
• student behaviour is well managed at this school* (S2012)	70%	69%	77%
• this school looks for ways to improve* (S2013)	77%	78%	87%
• this school is well maintained* (S2014)	94%	94%	96%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	90%	91%
• they like being at their school* (S2036)	85%	92%	85%
• they feel safe at their school* (S2037)	89%	90%	83%
• their teachers motivate them to learn* (S2038)	90%	93%	84%
• their teachers expect them to do their best* (S2039)	96%	98%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	87%	84%
• teachers treat students fairly at their school* (S2041)	77%	82%	68%
• they can talk to their teachers about their concerns* (S2042)	77%	77%	68%
• their school takes students' opinions seriously* (S2043)	71%	83%	72%
• student behaviour is well managed at their school* (S2044)	72%	69%	65%
• their school looks for ways to improve* (S2045)	93%	90%	86%
• their school is well maintained* (S2046)	90%	88%	85%
• their school gives them opportunities to do interesting things* (S2047)	85%	94%	87%

* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	94%	95%
• they feel that their school is a safe place in which to work (S2070)	97%	95%	96%
• they receive useful feedback about their work at their school (S2071)	88%	82%	83%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	82%	80%
• students are encouraged to do their best at their school (S2072)	97%	96%	92%
• students are treated fairly at their school (S2073)	96%	96%	92%
• student behaviour is well managed at their school (S2074)	87%	83%	81%
• staff are well supported at their school (S2075)	86%	86%	86%
• their school takes staff opinions seriously (S2076)	88%	78%	86%
• their school looks for ways to improve (S2077)	96%	95%	97%

Percentage of school staff who agree# that:	2016	2017	2018
• their school is well maintained (S2078)	96%	94%	95%
• their school gives them opportunities to do interesting things (S2079)	95%	91%	92%

* 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 all 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 education programs

This area of work in the school sits under The Student Learning and Wellbeing Framework. This encompasses creating safe, supportive and inclusive environments, building the capacity of staff, students and the school community, and developing strong systems for early intervention.

Using this framework 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
- Mental Health Week

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
- Sexual Health
- On-line safety
- One Punch Can Kill
- Sexual health
- Personal health
- Healthy relationships
- Domestic violence
- Legal issues

The Student Support Services team in conjunction with the Wellbeing 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)

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	469	411	674
Long suspensions – 11 to 20 days	31	31	33
Exclusions	26	13	24
Cancellations of enrolment	22	11	10

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this 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 2019-2020 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	1,032,795	1,024,822	1,019,495
Water (kL)	14,467	15,685	10,355

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website	
Search by school name or suburb		
Go		
School sector	School type	State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.

[School profile](#) [NAPLAN](#) [Attendance](#) [Finances](#) [VET in schools](#) [Senior secondary](#) [Schools map](#)

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	152	85	5
Full-time equivalents	150	65	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	4
Masters	20
Graduate Diploma etc.*	53
Bachelor degree	182
Diploma	37
Certificate	144

*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 2018 were \$79,500.00.

The major professional development initiatives are as follows:

- Aspiring to Lead
- Australian Curriculum
- Behaviour Management

- Bremer SHS Various in house PD:
 - Literacy
 - Numeracy
 - Pedagogy and Student Outcomes
- CERT IV TAE
- Changemakers - EduChange
- Diversity and Differentiation
- DP and Principal Leadership PD
- Elevate
- First Aid/CPR
- Glasser
- QCAA Curriculum Leaders
- Team Teach
- QSPA
- Positive Behaviour for Learning
- Mental Health
- Reboot
- 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 2018 was 98.6% and 100% in school-based Professional Development.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	88%	90%
Attendance rate for Indigenous** students at this school	88%	84%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

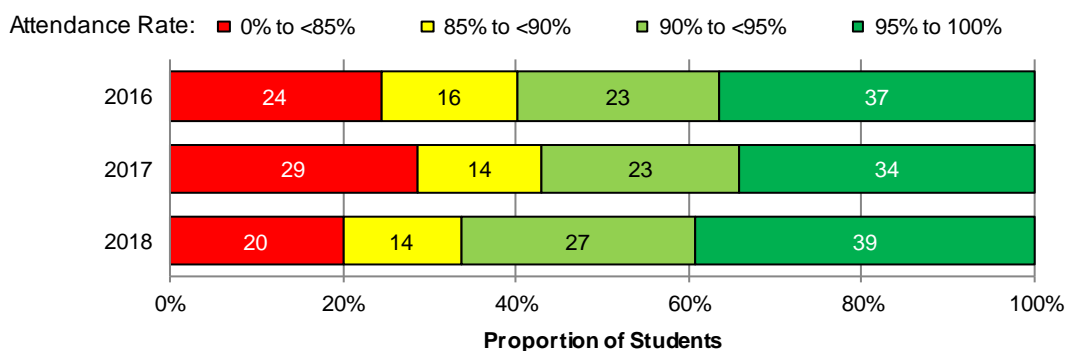
Year level	2016	2017	2018
Year 7	90%	90%	92%
Year 8	90%	87%	89%
Year 9	88%	87%	88%
Year 10	89%	85%	89%
Year 11	88%	90%	92%
Year 12	89%	87%	93%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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. Members of the year level teams 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 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the search interface on the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus: 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin border and the text 'View School Profile' centered inside.

4. Click on 'NAPLAN' to access the school NAPLAN information.

A horizontal navigation menu with a dark background and white text. The items are: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	246	239	268
Number of students awarded a QCIA	0	0	5
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	246	239	263
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	90%
Number of students who received an OP	65	56	64
Percentage of Indigenous students who received an OP	6%	19%	10%
Number of students awarded one or more VET qualifications (including SAT)	240	235	266
Number of students awarded a VET Certificate II or above	228	233	261
Number of students who were completing/continuing a SAT	27	34	36
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	57%	64%	63%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	91%	83%	95%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	8	7	8
6-10	9	15	13
11-15	20	14	19
16-20	26	16	22
21-25	2	4	2

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	213	128	167
Certificate II	218	231	255
Certificate III or above	43	34	64

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The following courses were offered to students and completed during 2018:

Certificate I Business

Certificate I Visual Art

Certificate II Retail Services

Certificate II Skills for Work

Certificate I Engineering Pathways

Certificate III Business

Certificate II Business

Certificate II Visual Art

Certificate I Hospitality

Certificate I Construction

Certificate II Hospitality

Certificate III Sport and Recreation

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	75%	75%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	65%	76%	71%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Bremer State High School works with inside and outside agencies to ensure that all Year 10, 11 and 12 students have a meaningful pathway when they leave school. Inside of the school Year 10, 11 and 12

students work with Year Coordinators, Deans, Deputy Principals, Guidance Officers and teachers to ensure that they have identified a meaningful pathway. The non-teaching support includes the Community Engagement Officer and Youth Support Coordinators who are employed to ensure that students remain in school or are assisted with future pathways.

Mobility of the student population is a continuing issue as families leave the Ipswich area in search of work or affordable accommodation and other reasons. 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, YMCA, TAFE, 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 communication is recorded in One School.

The development of the Career Connections Centre in 2018 with the Year 11 Dean and two teacher aides offer practical assistance with job searches, CVs, job readiness, TAFE courses, apprentices, traineeships, full-time employment and more. The students can access personnel and technology to assist with their searches. Students who are wishing to transition from school are assisted within the Career Connections Centre.

All students who left school were case managed by the Year 10, 11 and 12 teams that include the Guidance Officers, Year Coordinators, Dean and Deputy Principal in an effort to ensure that all early leavers had a meaningful pathway into the world of further study and work.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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