# Bremer State High School
## Queensland State School Reporting
## 2014 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 1700 students. Bremer SHS has a strong sense of community and is able to offer individual attention combined with a comprehensive range of academic, sporting, vocational and cultural opportunities.

Bremer State High School provides 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, 120 teachers led by 10 Heads of Department, 6 Deans of Students, 2 Guidance Officers, 1 HOSES, 4 Deputy Principals and a Principal. The leadership team works with all staff in a collegial atmosphere where staff are challenged and supported to try new ideas to ensure continuous improvement.

Bremer State High School's enrolment has continued to increase (1709 in 2014). 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 2014

The school has continued to make significant progress in relation to the improvement agenda identified in the Strategic Plan.
**NAPLAN**:- We have made significant progress towards our targets in NAPLAN results. Our Corrective Reading Programme has supported improvements in reading levels at the school.
**Year 12 Outcomes**:- We have made significant progress beyond our targets for Year 12 outcomes in 2014.
**Indigenous Education**:- We continue to work towards our targets for Indigenous education. There have been significant improvements in the gap between Indigenous and non-Indigenous apparent retention rates.

**Attendance and retention**:- There has been a significant strengthening of the attendance rate across the school during 2014 and an improvement in the apparent retention rates.

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

## Future outlook

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

Those priorities include:
- Improve student literacy skills.
- Improve student numeracy skills.
- Close the gap between Indigenous and non-Indigenous students in the areas of attendance, retention and academic performance.
- Increase the retention of students at key junctures of schooling.
- Embed Year 7 students into Junior Secondary.
- Expand partnerships between the school and other agencies that broaden student learning opportunities.
- Enhance workforce performance and introduce performance planning for teaching staff.
- Implement the Australian Curriculum.

# Our school at a glance

## School Profile

**Coeducational or single sex:    Coeducational**

**Year levels offered in 2014:      Year 7 - Year 12**

**Total student enrolments for this school:**

|       | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|-------|-------|-------|------|----------------------------------|
| 2012  | 1537  | 771   | 766  | 90%                              |
| 2013  | 1685  | 839   | 846  | 90%                              |
| 2014  | 1666  | 839   | 827  | 89%                              |

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

## Characteristics of the student body:

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

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

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

Our catchment area is extensive and incorporates a diverse range of socio-economic backgrounds. Bremer has an ICSEA score of 947 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 Programme caters for a large, growing number of students with a range of disabilities.

## Average class sizes

| | Average Class Size | | |
|---|---|---|---|
| Phase | 2012 | 2013 | 2014 |
| Prep – Year 3 | NA | NA | NA |
| Year 4 – Year 7 Primary | NA | NA | NA |
| Year 7 Secondary – Year 10 | 26 | 26 | 26 |
| Year 11 – Year 12 | 20 | 20 | 20 |

## School Disciplinary Absences

| | Count of Incidents | | |
|---|---|---|---|
| Disciplinary Absences | 2012 | 2013 | 2014* |
| Short Suspensions - 1 to 5 days | 434 | 443 | 411 |
| Long Suspensions - 6 to 20 days | 101 | 97 | 12 |
| Exclusions[#] | 11 | 25 | 16 |
| Cancellations of Enrolment | 25 | 25 | 28 |

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

Our distinctive curriculum offerings include:-

- In years 7, 8 and 9 Bremer SHS has built its curriculum around eight Key Learning Areas. The ongoing implementation of the National Curriculum in accordance with established timelines continues. Students in year seven and eight study 8 subjects from the Key Learning Areas. Core subjects are English, Studies of Society and the Environment, Mathematics, Science and Health and Physical Education.
- Elective subjects are drawn from Languages other than English, Technology and the Arts. A Reading Recovery program is also provided to support students who have limited reading skills. Year seven and eight students study 3 technology and 3 Arts subjects during the year.
- Year 9 students also study eight subjects selected from the Key Learning Areas. Core subjects are the same as in year 8. Students must select one subject from each of the Technology KLA and the Arts KLA. Students are not required to study a LOTE in year 9. LOTE is offered as an elective with students having the option of selecting a second subject from either The Arts or Technology KLAs.
- Year 10 is considered a foundation year for the senior phase of learning. Students in year 10 progress along one of two paths based on an evaluation of their performance in year 9 subjects and their NAPLAN results.
- Year 11 and 12 students must study an English and Mathematics subject as core curriculum and then the equivalent of 4 more subjects each semester. Courses are designed to enable students to qualify for the Queensland Certificate of Education through different pathways.
- Progress in year eleven and twelve is closely monitored with students interviewed at least once each semester, in addition to parent/teacher evenings. Interviews focus upon performance and enable the modification of courses where appropriate.

The school conducts a very highly regarded instrumental music program for students at all levels. A variety of bands, orchestras and choirs are available for students to develop and display their musical talents.

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

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

**SYMPHONIC ORCHESTRA, STRINGS ENSEMBLE, STAGE BAND -** compete in various eisteddfods, and competitions, perform at

school functions and in public.. Members of these ensembles attend a music camp to refine performance skills

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

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

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

## Extra curricula activities

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

## 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 2014 our school maintained its use of National Secondary School Computer Fund (NSSCF) devices; in a take-home option for year 11 and 12 students, as well as trolley class sets for use throughout the school. A number of iPads and NSSCF devices were also used in classrooms or issued to 'at risk' and special needs students to support their learning. Bremer State High School continued its Bring Your Own Device (BYOD) program in 2014. 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 the University of Queensland internet for schools program, and high density wireless is available throughout the school for service delivery. Data projectors are installed in every teaching space along with numerous interactive whiteboards. EQ's Learning Place is used extensively across the school to allow 24/7 access to learning resources and the digital pedagogies adopted by teachers. Budgeting commenced for the upgrade of our network infrastructure to allow for a higher density of devices into the future. This will accommodate an expanded BYOD model as well as increased students and staff on the site.

## 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.
- 92% of parents in 2014 agree that their child is making good progress at the school
- 92% of parents in 2014 agree that their children feel safe at Bremer State High School
- 97% of students in 2014 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 Worker and a range of support agencies external to the school. The interagency group works with the leadership team to offer a holistic approach to student welfare. The focus of the school is building positive relationships with staff, students and parents.
In order to build and maintain positive relationships with students, the school appoints a Year Coordinator for each year level and links a Deputy Principal to specific year levels. There is also a Dean of Students for each year level who focuses on attendance, uniform, leadership and individual and whole school achievement.

Bremer 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 such as Lifetime. Pastoral Care in Year 7-9 are taught in PNL- Personal and Social Education and Year 10-12 in Careers Education.

## Parent, student and staff satisfaction with the school

| Performance measure | | | |
| --- | --- | --- | --- |
| Percentage of parent/caregivers who agree# that: | 2012 | 2013 | 2014 |
| their child is getting a good education at school (S2016) | 96% | 94% | 90% |
| this is a good school (S2035) | 100% | 94% | 83% |
| their child likes being at this school* (S2001) | 93% | 94% | 85% |
| their child feels safe at this school* (S2002) | 100% | 97% | 92% |
| their child's learning needs are being met at this school* (S2003) | 93% | 94% | 83% |
| their child is making good progress at this school* (S2004) | 96% | 91% | 92% |
| teachers at this school expect their child to do his or her best* (S2005) | 100% | 97% | 92% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 89% | 91% | 83% |
| teachers at this school motivate their child to learn* (S2007) | 93% | 91% | 87% |
| teachers at this school treat students fairly* (S2008) | 85% | 91% | 77% |
| they can talk to their child's teachers about their concerns* (S2009) | 96% | 94% | 87% |
| this school works with them to support their child's learning* (S2010) | 92% | 88% | 76% |
| this school takes parents' opinions seriously* (S2011) | 92% | 84% | 70% |
| student behaviour is well managed at this school* (S2012) | 93% | 81% | 76% |
| this school looks for ways to improve* (S2013) | 100% | 91% | 84% |
| this school is well maintained* (S2014) | 96% | 100% | 96% |

| Performance measure | | | |
| --- | --- | --- | --- |
| Percentage of students who agree# that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 94% | 93% | 97% |
| they like being at their school* (S2036) | 82% | 91% | 97% |
| they feel safe at their school* (S2037) | 83% | 88% | 97% |
| their teachers motivate them to learn* (S2038) | 87% | 88% | 91% |
| their teachers expect them to do their best* (S2039) | 97% | 97% | 97% |
| their teachers provide them with useful feedback about their school work* (S2040) | 86% | 83% | 88% |
| teachers treat students fairly at their school* (S2041) | 81% | 78% | 84% |
| they can talk to their teachers about their concerns* (S2042) | 69% | 75% | 78% |
| their school takes students' opinions seriously* (S2043) | 73% | 71% | 82% |
| student behaviour is well managed at their school* (S2044) | 61% | 66% | 81% |
| their school looks for ways to improve* (S2045) | 91% | 91% | 97% |
| their school is well maintained* (S2046) | 85% | 89% | 94% |
| their school gives them opportunities to do interesting things* (S2047) | 92% | 89% | 94% |

| Performance measure | | | |
|---|---|---|---|
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) | | 97% | 95% |
| they feel that their school is a safe place in which to work (S2070) | | 97% | 97% |
| they receive useful feedback about their work at their school (S2071) | | 89% | 87% |
| students are encouraged to do their best at their school (S2072) | | 95% | 97% |
| students are treated fairly at their school (S2073) | | 94% | 97% |
| student behaviour is well managed at their school (S2074) | | 89% | 92% |
| staff are well supported at their school (S2075) | | 90% | 87% |
| their school takes staff opinions seriously (S2076) | | 88% | 80% |
| their school looks for ways to improve (S2077) | | 95% | 95% |
| their school is well maintained (S2078) | | 94% | 98% |
| their school gives them opportunities to do interesting things (S2079) | | 94% | 90% |

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Parents and carers are actively encouraged to participate in the education of their children. Parent attendance and involvement takes place at a range of school functions and activities that include cultural events, sporting events and award ceremonies. Parents and carers are provided with information about individual achievement through five formal processes. They are:
- Progress report (term one)
- Parent/Teacher interview (term two)
- Semester One report
- Parent/Teacher interview (term three)
- Semester Two report

Parents and carers are also invited to attend interviews on a needs basis as specific issues emerge. Teachers regularly contact home to discuss both positive and concerning aspects of classroom performance.
Parents and carers are invited to attend interviews with either a Guidance Officer, Head of Department or member of Administration to discuss progress and career pathways. Students in Year 10, together with their parents, are requested to meet with staff in order to develop a "Senior Education and Training Plan".
Every year randomly selected parents are invited to complete a survey on aspects of school performance.
The Parents and Citizens Association is the main forum through which parents and members of the community contribute to the development of school policies and plans. The Association manages the school canteen and uniform shop and is responsible for approving the school's Dress Code. The P&C is always appreciative of any volunteer help for its activities

## Reducing the school's environmental footprint

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

| | Environmental footprint indicators | |
|---|---|---|
| Years | Electricity kWh | Water kL |
| 2011-2012 | 16,326 | 8,812 |
| 2012-2013 | 984,698 | 7,229 |

| 2013-2014 | | 1,008,725 | 13,138 |

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

| 2014 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|---|---|---|---|
| Headcounts | 122 | 64 | <5 |
| Full-time equivalents | 121 | 43 | <5 |

Schools will report on the qualification of classroom teachers and school leaders employed at the school, based on those staff employed at the school at the end of Term 4 each year. Qualification should be reported at the highest level of attainment. The table and chart below could be used to describe the distribution of qualifications.

**Qualification of all teachers** Double click anywhere in either of the first two columns below; a spreadsheet appears. Based on your records, enter the numbers for your school for teachers with the corresponding highest level of qualification, check that the total matches the total teaching staff above, and then click outside the spreadsheet to return to the word template. (NB: the figures inserted below are examples only, not your school's actual figures. The Department of Education and Training does not collect a teacher qualifications record on an annual basis).

| Highest level of attainment | Number of Teaching Staff * |
|---|---|
| Certificate | 0 |
| Diploma | 3 |
| Advanced Diploma | 0 |
| Bachelor Degree | 72 |
| Graduate Diploma etc.** | 34 |
| Masters | 11 |
| Doctorate | 2 |
| **Total** | **122** |
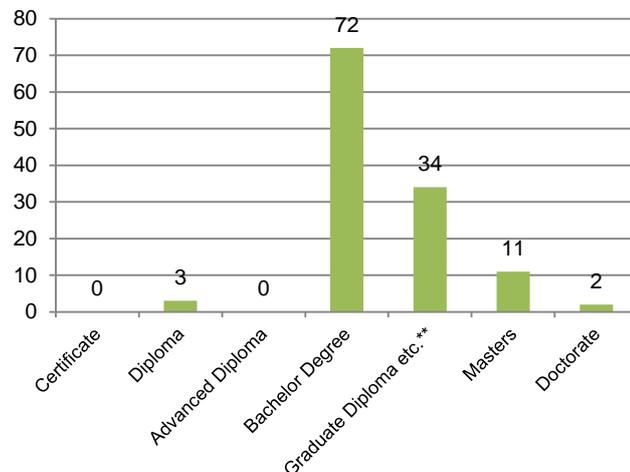


*Teaching staff includes School Leaders

**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 2014 were $54,178.68
The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2013 was100%.

| Average staff attendance | 2012 | 2013 | 2014 |
|---|---|---|---|
| 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 2014 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

**Find a school**

Search by school name

[                              ] GO

Search by suburb, town or postcode

[                              ]

Sector ☑ Government
     ☑ Non-government

SEARCH

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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 | 2012 | 2013 | 2014 |
|---|---|---|---|
| The overall attendance rate for the students at this school (shown as a percentage). | 86% | 87% | 87% |

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

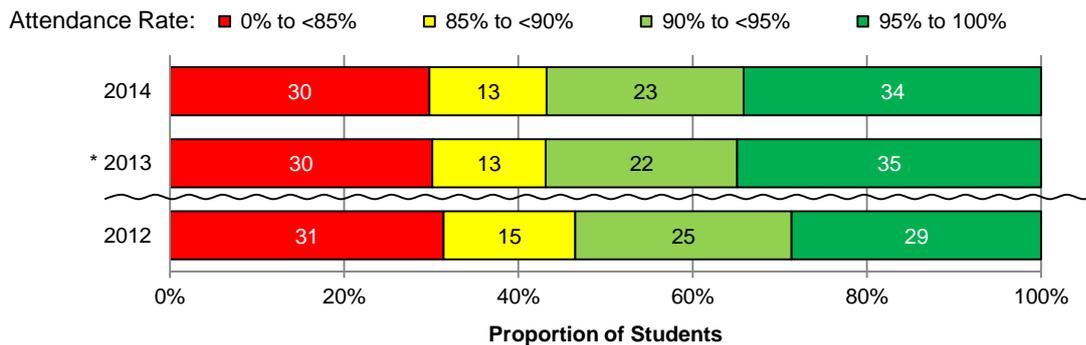| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |

| | | | | | | | | | | | | |
|------|----|----|----|----|----|----|-----|-----|-----|-----|-----|-----|
| 2012 | NA | NA | NA | NA | NA | NA | NA  | 89% | 85% | 82% | 86% | 87% |
| 2013 | NA | NA | NA | NA | NA | NA | 91% | 90% | 86% | 86% | 85% | 86% |
| 2014 | NA | NA | NA | NA | NA | NA | 90% | 90% | 86% | 84% | 87% | 86% |

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

| Year | 0% to <85% | 85% to <90% | 90% to <95% | 95% to 100% |
|------|-----------|-------------|-------------|-------------|
| 2014 | 30 | 13 | 23 | 34 |
| * 2013 | 30 | 13 | 22 | 35 |
| 2012 | 31 | 15 | 25 | 29 |

**Proportion of Students**

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR- 036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism. Electronic roll marking is used extensively across the school. Non-attendance and late arrivals are recorded using the ID Attend electronic system. Parents are notified of absences via text message. The Student Support Executive actively checks for attendance to identify patterns. Following regular absenteeism, letters seeking clarification of unexplained absences are sent home. Parents and carers are also provided with semester reports that that contain a summary of absences.
Parents and carers of students of compulsory age who are not attending school are sent letters in accordance with DETE policies. The Department of Child Safety is also notified of cases when attempts to contact parents or guardians about absences are unsuccessful.
Through the PRIDE Awards system, students who have outstanding attendance are formally recognised.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

**Find a school**

Search by school name

[ ] **GO**

Search by suburb, town or postcode

[ ]

Sector ☑ Government
☑ Non-government
**SEARCH**

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

The school continues to make progress towards improving outcomes for Indigenous students. The gap in performance between Indigenous and non-Indigenous students has narrowed and the number of Indigenous students applying to study at University is also increasing. The gap in attendance remains higher than targets but has reduced. The gap between Indigenous and non-Indigenous retention rates has improved well beyond school targets. There have been significant improvements in aspects of NAPLAN results.

| Apparent retention rates Year 10 to Year 12 | 2012 | 2013 | 2014 |
|---|---|---|---|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 68% | 75% | 77% |

| Outcomes for our Year 12 cohorts | 2012 | 2013 | 2014 |
|---|---|---|---|
| Number of students receiving a Senior Statement | 224 | 234 | 241 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 2 | 1 | 7 |
| Number of students receiving an Overall Position (OP) | 84 | 68 | 66 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 27 | 17 | 28 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 200 | 215 | 231 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 160 | 148 | 195 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 168 | 196 | 228 |
| 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. | 79% | 69% | 70% |
| 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. | 93% | 97% | 99% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 94% | 98% | 96% |

As at 19 February 2015. The above values exclude VISA students.

Queensland
Government

## 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 |
|---|---|---|---|---|---|
| 2012 | 16 | 16 | 34 | 15 | 3 |
| 2013 | 6 | 18 | 23 | 19 | 2 |
| 2014 | 11 | 9 | 26 | 16 | 4 |

As at 19 February 2015.  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 |
|---|---|---|---|
| 2012 | 153 | 150 | 29 |
| 2013 | 192 | 141 | 21 |
| 2014 | 193 | 185 | 45 |

As at 19 February 2015.  The above values exclude VISA students.

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

## Post-school destination information

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

## Early 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 a college of TAFE. Several students left in order to enrol in special support programs run by organisations such as Boystown, Challenge Employment and various employment agencies.

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