Brisbane Bayside State College

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Brisbane Bayside State College is a secondary school of over 900 students located in the suburban community of Wynnum West, Brisbane, Queensland. The College educates students from Wynnum and surrounding suburbs including Manly, Hemmant, Lindum, Tingalpa, Murarrie, Belmont, Gumdale and Wakerley. The school was opened in 2010. The school was developed as part of the Tomorrow's Schools initiative and is founded on the values of learning, sustainability, diversity and community, values which fit perfectly with initiatives to improve outcomes for all students.We have four rules which encapsulate these values. These are: Be a Learner; Be Responsible; Show Respect; and Contribute to our Community.

We expect students to do their best in all aspects of their schooling. Our College motto is "Dare To Be Wise." Reading, Numeracy and Senior Schooling are the key focii at the College. We offer a wide range of extra curricula programs which both challenge and extend students in areas which interest them. These include cultural, intellectual and sporting pursuits. Our students have many opportunities to show case their talents to the wider community with great success. We have developed strong community and industry partnerships which have benefited students. These associations include Griffith University, Queensland Academies, The Port of Brisbane, Wynnum Manly Leagues Club, Wynnum Chamber of Commerce, Bunnings and many local employers. These associations have led directly to direct employment and an enriched curriculum for our students along with opportunities for tertiary studies.

Brisbane Bayside State College is an inclusive school. Approximately 8% of students identify as Aboriginal and Torres Strait Islander students. Through improved understanding of indigenous cultural perspectives within our College community, BBSC strives to close the gap in outcomes for these valued students in our community. Our indigenous student population achieves academic outcomes matching non indigenous students' outcomes in literacy and numeracy and senior schooling results and have a proud history of promoting cultural awareness in the wider Wynnum community.
The student population of Brisbane Bayside State College reflects the local community in that a wide range of ethnic groups are represented. Approximately 75% of students are Australian born, and the remainder represent cultural groups from across the world including New Zealand and Pacific Islands (13%), The Philippines (3%), Canada, United Kingdom, Europe, Sudan, Vietnam, South Africa, Thailand, China, India and Africa. This diverse cultural mix includes 66 students (7%) for whom English is their second language.Welcome to Brisbane Bayside State College.

Principal's Forward

Introduction

This report outlines the key events and initiatives undertaken at Brisbane Bayside State College to ensure student learning outcomes are maximized. This report describes our social context, curriculum, staff expertise, significant learning outcomes and the success of the implementation of our 2016 priorities as outlined in the Annual Implementation Plan (AIP)

School Progress towards its goals in 2016

Maximising Student Achievement – Literacy and Numeracy

- The establishment of a consistent approach to the teaching of reading through the Reading To Learn program has been established

- Polyer's Numeracy Problem solving strategies have been implemented through the mathematics faculty
- A consistent College classroom/student data profile has been established with case management processes being undertaken through the use of Data Walls

Maximising Student Engagement

- ICEBIRRG industry partnership established and successful engagement of local employers to improve student traineeship opportunities and employment has occurred
- Development of Senior Hub and engagement of external RTO's has achieved 125 senior students achieve a VET qualification. There were 58 Cert 1, 194 Cert II, 65 Cert III and 3 Cert IV and 2 Diploma's achieved by senior students at BBSC in 2016.
- Programs of excellence in Academic Extension; Sports Excellence; Arts Extension and STEM have provided students with opportunities to extend their learning beyond that of the normal classroom
- The establishment of the Positive Behaviour for Learning (PBL) committee has provided the avenue for consistency across the school in behaviour management processes and through the interrogation of data has allowed targeted intervention that has resulted in the improvement of attendance data, behaviour data and class effort data. The incentives scheme of VIVOs also has provided a consistent and effective way of rewarding the positive behaviour of students

Future Outlook

In 2017 our focus will be on:

- Personalised learning through Junior secondary signature programs; individual goal setting and case management.
- Continued development of our literacy and numeracy strategies with further staff professional development in the Reading to Learn program across all curriculum areas and the use of Polya's Think Boards in mathematics. School NAPLAN targets are >20% U2B in Numeracy, Reading and Grammar, with 100% NMS in Numeracy, Reading and Grammar.
- Continued individual monitoring and case management of senior students and their pathways post school; ensuring 100% QCE/QCIA attainment; 805 OP 1-15 and a 10% increase in School Based traineeships.
- Ensuring alignment of junior curriculum to senior curriculum for the introduction of the ATAR system in 2019.

Our Quadrennial School Review (QSR) will also take place in 2017 and will provide the areas for improvement and consolidation and will provide the framework for our 2018-2021 Strategic Plan.

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Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	945	446	499	55	93%
2015*	1020	476	544	57	93%
2016	938	447	491	61	92%

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

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

In 2016, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

The student population of Brisbane Bayside State College reflects the local community in that a wide range of ethnic groups are represented. Approximately 75% of students are Australian born, approximately 8% of students identify as Aboriginal and Torres Strait Islander students and the remainder represent cultural groups from across the world including New Zealand and Pacific Islands (13%), The Philippines (3%), Canada, United Kingdom, Europe, Sudan, Vietnam, South Africa, Thailand, China, India and Africa. This diverse cultural mix includes 66 students (7%) for whom English is their second language. The College currently has 64 students verified with a disability.

Our College has a diverse socio-economic background with an ICSEA of 996 with 11% of families in the top quartile, but 28% in the bottom quartile and 34%in the lower middle quartile. Families are a mix of one and two parent families and occupations are varied from unskilled labour to professionals.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	24	23
Year 11 – Year 12	20	20	19

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

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Curriculum Delivery

Our Approach to Curriculum Delivery
Brisbane Bayside State College has set high-level targets across all aspects of schooling. The school maintains a strong focus on providing students with a supportive curriculum. The junior secondary phase of learning philosophy stipulates that year 7 and 8s remain with their key or core teachers for the majority of their learning with students clustered together in home room groups for the completion of the core curriculum coursework. Complementing this is a college pedagogical framework known as 'The Art and Science of Teaching' which establishes explicit classroom routines for all teachers and classes. All classes include embedded literacy learning in the form of explicit and targeted instruction to students in the use of reading strategies and contextual writing. A college Numeracy plan to ensure consistency of approach across all learning areas is also being implemented with strategies to embed 'numeracy moments' and chilli questions being implemented across all key learning areas. A curriculum extension program also remains operational in years 7 through to year 10 for students demonstrating the capacity for extension and enrichment in their core academic learning areas. Further fostering the support ethos, a 'wellbeing' program is in place that provides guided support for all students from year 7 through to year 12.

Junior School Specifics

Brisbane Bayside State College's curriculum is organized according to the National Curriculum Guidelines. Students in year 7, 8, 9 and 10 study the core subjects of English, Mathematics, Science, History, Physical Education and Languages (year 7 and 8). Students also have the choice of electives throughout the four years. These electives come from the areas of HPE, Technology, Arts and Languages. In Year 10 students undergo a rigorous process of Senior Education Training Plan (SETP) interviews and processes in selecting subjects that are designed to prepare students for Year 11 and 12.

Senior School Specifics

BBSC offers a comprehensive subject selection in the Senior School that supports student preparation for further study or entrance into the workforce. In 2016 students could choose from 25 authority subjects including a small number through virtual schooling via the Brisbane School of Distance Education and 13 non authority subjects including industry recognized Certificate level qualification. Many of our students also take advantage of completing a School-based traineeship/apprenticeship, attending a T.A.F.E college one day a week to complete a certificate level course or to enrol into University partnership programs. The school also pursues opportunities to work with external Registered Training Organisations in providing opportunities for our students. In 2016, the school offered Certificate II level courses in Telecommunications, Allied Health Support, Automotive and Tourism. Through a partnership with SAAVI we were also able to offer a Certificate III in Active Volunteering. Through the Students Education Transition Plan (SETP) process and ongoing support structures, staff plan with parents and students a pathway to achieve post school ambitions and goals.

Co-curricular Activities

Brisbane Bayside State College offers many opportunities to be active participants through cultural, sporting and academic pursuits. In 2016 some of the ways students were encouraged to be active participants included:

LEADERSHIP
- Leadership positions and an active student council. The student council raised money for the 40 hour famine, and Shave for a Cure, Harmony Day, Anti Bullying Day and White Balloon Day.
- The junior and senior secondary School Captains host full school assemblies and junior/senior secondary assemblies each fortnight and on special occasions such as ANZAC Day and the Leadership Assembly.
- Year 11 Leadership Camp at Emu Gully.
- Year 7 and 8 Mentors at the Dare to be Wise year 6 Academic Challenge and year 6 Athletics gala day.

ACADEMIC
- Academic competitions including the Australian Maths Competition, Big Science competition, Chemistry Competition and Readers Cup Competition.
- Student tutorial program every afternoon in the school library supported by staff.

THE ARTS
- A thriving instrumental music program and choir. The Bands represented the College at many competitions and community events
- Dance competitions and workshops
- MMADD Night, Celebration Concert, and Performance Evenings.
- Drama Performances

SPORTING
- Greater Brisbane Sport Saturday competition and the Bayside district sporting competition on a Tuesday (8/9), Wednesday (10/11/12) or Thursday (7) Gala Days.
- Ski trip during September holidays.

How Information and Communication Technologies are used to Assist Learning

Brisbane Bayside State College believes that daily access to technology is vitally important in enhancing learning for all students. Students live in a technological world where Information Communication Technologies (ICTs) are integral to everyday situations. Brisbane Bayside State College has invested in ensuring our curriculum provides learning and assessment opportunities that allow students to inquire, create and communicate with ICTs. Brisbane Bayside State College believes that access to technology is vitally important in enhancing learning for all students. The College also operates a BYOx (Bring Your Own device) program which encourages students to bring their own personal devices from home, and connect them to the school network, to enhance their learning.

There are over 950 individual computers at BBSC which ensures students have access to ICTs to meet their daily learning needs. A brief summary of some of the key ICT facilities our students have access to is below:
- Every teaching space in the school has an electronic whiteboard to support student engagement with learning, with a roof mounted data projector, built in speakers; most are connected to a desktop computer for teacher and student use

- Each classroom has eight desktop computers available for student learning

- 278 laptops – with class sets available for Arts, HPE and Science classes, Junior Secondary classes, and also available in the library for general student use

- 13 dedicated ICT learning areas – ranging from 14 to 28 computers

- Two custom built computer labs that cater for the high end computing needs of both our Film and Television, and Graphics students

- 680 desktop computers throughout the school

- 59 IPads in a number of faculties to support student learning

- Adobe Master Collection CS6 – One comprehensive toolkit for design, web, and video applications

- Autodesk 2016 - Industry leader in 2D and 3D CAD design, drafting, modelling, architectural drawing, and engineering software

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- eLearn - a dynamic learning environment that students use to submit assignments electronically, participate in forums and allows teachers to deliver online lessons

- ClickView – Subscription to a digital content library that enables teachers to deliver video of over 50,000 curriculum based titles

- Keepad Interactive - audience response devices to provide feedback for students on their learning

At BBSC our focus is on ensuring that we use of a range of technologies to support, engage and challenge students to maximize their learning. We believe that access to technology is crucial and with over 950 computers available for student use we are making sure that everyone has that access. Students have access to ICTs in every class throughout the school day. They select and use a range of digital tools and media to plan and create products for a range of purposes. They use online environments, both within the school context and beyond, to seek information, exchange ideas and learn. Students regularly receive assessments that involve I.C.Ts and submit drafts and receive feedback electronically.

Social Climate

Overview

Brisbane Bayside State College is a strong school community with an emphasis on support for students and positive relationships and productive partnerships between all members of the school community.
This is evidenced by:

- All students being assigned to a House Group as well as a Wellbeing Roll Class. The House system aims to promote House as well as school spirit by involving students in a range of pursuits (cultural, sporting and academic) in which they can gain House points to contribute towards an overall award of Champion House of the Year.

- An individual rewards system, aims to recognise those students who 'do the right thing' in areas such as punctuality, attendance, having the correct equipment, supporting others, following rules and meeting expectations. These students have been awarded with individual VIVO points that can accumulate for them to choose rewards and prizes from the VIVO shop. Year level reward days are available in the Junior School and Year 10 to recognise students who have maintained the expected standard of behaviour and engagement in learning.

- A well-documented and well enacted Positive Behaviour Plan. The Wellbeing Program across all year levels is a crucial component of BBSC's whole school approach to positive behaviour support. All students have a wellbeing lesson each week as well as a Wellbeing Teacher and a year level Wellbeing Leader. Specific lessons and programs target development of interpersonal skills, goal settings, career pathways, resilience training and social development. Further support, available through the Guidance officer, Chaplain, School-Based Youth Health Nurse, Youth Support and Transition Officer and Community Education Counsellor enhances this program. A consistent expectation for students to demonstrate our four core College rules is the basis for positive management of student behaviour in all College activity – classroom learning, around the school, at functions and events, and travelling to and from the College. The four rules, well known and adhered to by the school community are – Be a learner; Be responsible; Show respect; Contribute to our community.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	96%	93%	92%
this is a good school (S2035)	97%	90%	89%
their child likes being at this school* (S2001)	97%	93%	87%
their child feels safe at this school* (S2002)	99%	93%	91%
their child's learning needs are being met at this school* (S2003)	94%	87%	90%
their child is making good progress at this school* (S2004)	96%	93%	89%
teachers at this school expect their child to do his or her best* (S2005)	99%	99%	92%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	90%	92%
teachers at this school motivate their child to learn* (S2007)	97%	88%	83%
teachers at this school treat students fairly* (S2008)	94%	88%	87%
they can talk to their child's teachers about their concerns* (S2009)	100%	93%	92%
this school works with them to support their child's learning* (S2010)	94%	91%	91%
this school takes parents' opinions seriously* (S2011)	90%	89%	84%
student behaviour is well managed at this school* (S2012)	85%	81%	72%
this school looks for ways to improve* (S2013)	97%	89%	91%
this school is well maintained* (S2014)	100%	97%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	96%	94%	88%
they like being at their school* (S2036)	90%	87%	89%
they feel safe at their school* (S2037)	87%	91%	87%
their teachers motivate them to learn* (S2038)	90%	84%	86%
their teachers expect them to do their best* (S2039)	95%	97%	94%
their teachers provide them with useful feedback about their school work* (S2040)	86%	84%	82%
teachers treat students fairly at their school* (S2041)	79%	69%	68%
they can talk to their teachers about their concerns* (S2042)	66%	66%	67%
their school takes students' opinions seriously* (S2043)	69%	74%	60%
student behaviour is well managed at their school* (S2044)	60%	61%	49%
their school looks for ways to improve* (S2045)	88%	86%	86%
their school is well maintained* (S2046)	84%	85%	82%
their school gives them opportunities to do interesting things* (S2047)	82%	89%	90%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	91%	95%	96%
they feel that their school is a safe place in which to work (S2070)	99%	99%	98%
they receive useful feedback about their work at their school (S2071)	80%	81%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	81%	81%
students are encouraged to do their best at their school (S2072)	94%	97%	93%
students are treated fairly at their school (S2073)	95%	95%	91%
student behaviour is well managed at their school (S2074)	75%	61%	74%
staff are well supported at their school (S2075)	70%	78%	85%
their school takes staff opinions seriously (S2076)	72%	66%	77%
their school looks for ways to improve (S2077)	94%	92%	93%
their school is well maintained (S2078)	98%	97%	96%
their school gives them opportunities to do interesting things (S2079)	91%	87%	93%

* 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
Brisbane Bayside State College encourages and welcomes the involvement of parents/caregivers in their child's education. The committed and active Parents and Citizen's Association meet every second Tuesday of each month at 6.00pm. The P and C manages the Uniform and Canteen.
Our industry reference group, ICEBBIRG, (Innovation Collaboration Engagement Brisbane Bayside Industry Reference Group) engages the College with the wider community. This has led to numerous employment/training opportunities for our students which has created a stronger link between the College and the wider community.

Other opportunities for parent participation include:
- Parent/Teacher interviews twice a year in Terms 1 and 3
- College Open Mornings
- College Open Day
- Sporting events including Bayside District Interschool sport and District swimming, cross country and athletics carnival; Greater Brisbane Sport on Saturdays
- Special assemblies including ANZAC Recognition Ceremony, Awards Evening, Graduation Ceremony and School Leadership Ceremony (Investiture)

Other ways of communicating to parents:
- Texting
- Electronic noticeboard
- Website – includes information such as school policies, staff members contact details and curriculum information
- Fortnightly newsletters
- Student Planners
- School magazine

Parents of students with diverse needs are regularly contacted, interviewed and consulted in order to ensure an effective partnership between the school and the family to ensure the learning needs of the students is met.

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Respectful relationships programs

The Welling being program at Brisbane Bayside State College focuses on the individual. It provides a comprehensive curriculum to address the issues of our student body. Providing programs that focus on appropriate, respectful and healthy relationships. The programs focus on developing student's capability to deal with all types of situations, ensuring their safety and develop their ability to deal with conflict. Our Wellbeing Staff (The BOHDI team) provide a cohesive team to which students can refer themselves and others for guidance and advise as well as reporting incidents. The team consists of 6 Year Coordinators, The Chaplain, The Guidance Officer, The School Based Health Nurse, Community Education Counsellor and The Youth Support Coordinator.

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	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	89	207	165
Long Suspensions – 6 to 20 days	3	6	2
Exclusions	0	4	2
Cancellations of Enrolment	3	2	3

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

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

Environmental Footprint

Reducing the school's environmental footprint

Brisbane Bayside State College have underground water tanks that capture rain water which after running through the onsite pumps is used for all flushing of the toilets, watering of gardens, cleaning and water pressure machines in the school. This has assisted in dramatically reducing our water consumption.

Recycling bins are in place around the school grounds and also in all staffrooms so paper and cardboard are recycled as much as possible. We have our Special Education Unit students during programmed times collecting all recycling bins from the staffrooms. This has enabled BBSC to promote the recycling message through to our students as well. Secure documents are placed in security bins which are taken off site for shredding.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	587,010	2,470
2014-2015	611,686	2,482
2015-2016	613,952	685

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.

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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

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	84	45	<5
Full-time Equivalents	80	29	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	2
Masters	10
Graduate Diploma etc.**	19
Bachelor degree	50
Diploma	3
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 2016 were $69 540

The major professional development initiatives are as follows:

Reading to Learn

Coaching

Numeracy – Polya's Think Boards

First Aid and Workplace Health and Safety

QCAA – curriculum implementation

Positive Behaviour for Learning

Leadership

The proportion of the teaching staff involved in professional development activities during 2016 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 91% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	90%	85%

*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.

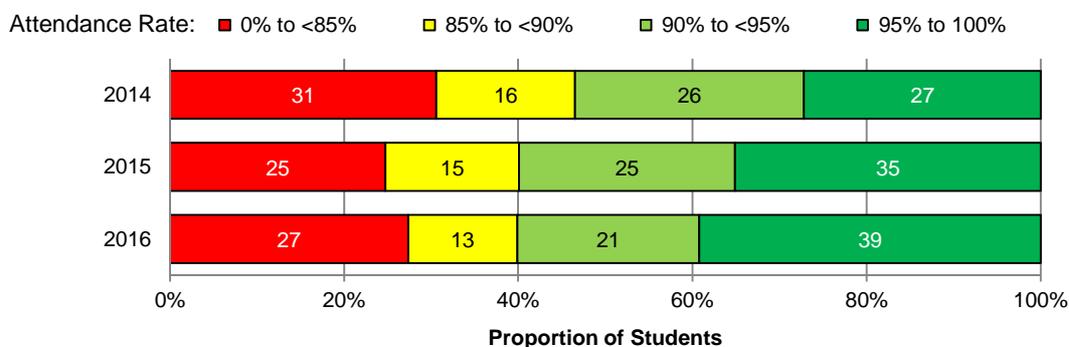The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

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
2014									91%	86%	87%	88%	86%
2015								92%	91%	89%	83%	90%	88%
2016								92%	89%	86%	88%	87%	90%

*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:

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	31	16	26	27
2015	25	15	25	35
2016	27	13	21	39

Proportion of Students

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET 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.

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At Brisbane Bayside State College a variety of procedures and strategies are used to monitor and ensure the attendance of students:

- A 24 hour absence line for parents/caregivers is used to notify the school of their child's absence
- Rolls are marked during roll group each morning and in every class through the ID Attend program.
- A text message is sent at 9.30am to parents/caregivers whose student has been marked absent for the day without notification
- If a student is absent for three days without notification the year level co-ordinator or Deputy Principal will make contact with the family
- Period absences are formally recorded for each Deputy Principal and followed up with individual students.
- Students who have truanted or are late without permission for home are required to make up the learning time they have lost – This is monitored and managed via the truancy management process which has been created by the Brisbane Bayside State College attendance team
- If students have unexplained absences, this will be addressed by the Year Co-ordinator fortnightly. A list of unexplained absences will also be posted home to parents at the end of each term.
- Communication to the school community regarding "Every Day Counting' through newsletter articles, electronic notice board and whole school and year level assemblies.
- Congratulatory letters home to students with 100% attendance record
- Compulsory schooling policy enacted if student's absence is of concern.

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.**

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	**2014**	**2015**	**2016**
Number of students receiving a Senior Statement	181	183	168
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	1
Number of students receiving an Overall Position (OP)	84	80	57
Percentage of Indigenous students receiving an Overall Position (OP)	22%	30%	11%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	21	27	41
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	99	106	125
Number of students awarded an Australian Qualification Framework Certificate II or above.	91	103	123
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	172	181	167
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.	69%	69%	86%
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.	98%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	87%	90%

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**
2014	9	20	29	26	0
2015	8	18	29	25	0
2016	8	17	24	8	0

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

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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
2014	38	68	29
2015	32	94	32
2016	53	113	60

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

The following Certificate Courses were completed by Brisbane Bayside State College Students during 2016:

Certificate I : IDMT, Construction; Carpentry

Certificate II: Foundation Skills for Work; Hospitality; Tourism; Hairdressing; Allied Health Support; Retail; Horticulture; Measuring and Sampling; Rural operations and Animal studies; Furniture making; Telecommunications Technology – Networking; Electro Technology

Certificate III: Business; Active Volunteering; Hospitality;

Certificate IV : Music

Diploma: Music

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Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	88%	91%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	64%	77%	75%

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.brisbanebaysidesc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

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

Brisbane Bayside State College works with community organisations and businesses to ensure all students exit into a pathway of either Employment or further studies. For those students exiting school before completion of year 12 B.B.S.C has employed a Youth Support and Transition Officer whose role is to connect these students with a Get Set For Work Program, Certificate III Guarantee or employment support program. We also make contact with students a couple of weeks after they have left to get feedback on their progress. Students who wish to continue with their education may choose to attend an alternate flexible learning centre which may better suit their individual learning styles. Past students are able to return to speak with the Guidance Officer or other personnel to get assistance with enrolling into further study.

Students who are seeking to leave school early are counselled and their pathway is documented. Often students leave prior to year 12 as their family is leaving the area, many, who have come from other countries return to their country of origin for family or work reasons.

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