



Brisbane Bayside State College

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Brisbane Bayside State College is a secondary school with close to 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. Opened in 2010, Brisbane Bayside State College (BBSC) offers a modern, well equipped learning environment for students in years 7-12. At BBSC, through excellent teaching within a caring and supportive environment, we provide the opportunity for students to:

- **Aspire** - to be the best they can be.
- **Create** - the future they want.
- **Achieve** - the realisation of the dream.

BBSC was 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 academic programs assist students to build their knowledge and extend their thinking, challenging them to achieve the best they can. Through the use of technology, individualised programs and extra-curricular activities, we provide opportunities for students at any level to achieve their best.

Our Bayside Enrichment Academic Program (BEAP); Sports Training Extension Pathway (STEP); Science, Technology, Engineering, Mathematics (STEM); and Bayside Excellence in the Arts Talent (BEAT) programs provide an avenue for high achieving students to maximise their potential with a range of learning experiences that are designed to develop, accelerate and extend knowledge acquisition.

Wellbeing is of a high priority at BBSC and our wellbeing team - the BODHI team - work with all students to ensure they are able to grow and develop in a caring, supportive and safe environment.

The Student Representative Council provides students with a voice in the vital aspects of College life, as well as providing an avenue to contribute positively to the local community.

At Brisbane Bayside State College, we 'Dare to be wise'.

Principal's Foreword

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 2017 priorities as outlined in the Annual Implementation Plan (AIP)

In 2017 our Annual Implementation Plan was:

Brisbane Bayside State College	2017 Annual Implementation Plan		Priorities
<i>BBSC: Building capability to ensure student success is everyone's business.</i>			
	Building Bayside's Brand <i>A whole-of-college approach to develop and promote the BBSC teaching and learning pathway and identity.</i>	Building capacity in literacy and numeracy learning delivery <i>A consistent college-wide approach to developing literacy and numeracy skills in teachers and students.</i>	Building Senior Schooling Pathways <i>Development of a sustainable strategic plan for community partnerships that improve student pathways to success.</i>
Our students	<i>A personalised learning focus through:</i> <ul style="list-style-type: none"> Junior secondary signature programs. Embedded pedagogical framework, wellbeing program, attendance support and behaviour management processes. Individual learning goals based on data. Individual case management through 'Faces on the data' action plan implementation. 	<i>Personalised literacy and numeracy skill development through:</i> <ul style="list-style-type: none"> Consistent implementation of Read2Learn strategies across curriculum areas. Embedded three-level guide strategy for monitoring progress and reflection on practice. Tutorial program to support identified learners. Embedded Chilli question and numeracy problem solving practices. U2B Writing skills enhancement initiative. 	<i>Connection with emerging post-school pathways through:</i> <ul style="list-style-type: none"> Individual monitoring /case management through Senior Schooling team. Engagement with new syllabi and vocational pathway opportunities aligned with ATAR implementation. Structured work placement program with community business partners. University and Academies programs.
Our team members	<i>A relentless focus on building team member belonging and capability development through:</i> <ul style="list-style-type: none"> Embedded classroom profiling, observation and feedback practices. Ongoing staff induction and mentoring practices. Consistent curriculum and unit planning practices. Focused and collaborative Quadrennial school review and Strategic review processes. 	<i>Sustained focus on team member capability development through professional learning in:</i> <ul style="list-style-type: none"> Read2Learn coaching, WOWs and moderation to support capacity building. Implementation of ASoT framework. Literacy and Numeracy committee led learning. Numeracy problem solving skilling through 'Chilli' questioning and coaching. Data cycles using Data Walls, Chilli and three-level guide information guiding instructional practice. 	<i>Connection to ICEBBIRG strategic Plan and responsibilities through:</i> <ul style="list-style-type: none"> Development and promotion of shared-leadership model for community partnerships across all faculties . Professional skilling for delivery of emerging curriculum initiatives. Skilling in student tracking and task validation.
Our community	<i>Extension of the BBSC identity as a school of choice through promotion of services and successes at school, cluster, community and system level.</i> <ul style="list-style-type: none"> Marketing and communications strategy. Promotion of signature programs. Leadership of WMSEA Cluster agenda. Embedded feeder-school transition programs. Identified co-curricular opportunities program. 	<i>Strengthening of school-home learning enhancement partnership through:</i> <ul style="list-style-type: none"> Communication of progress and successes in literacy and numeracy skill development. Promotion of home-accessible web-based learning to enhance skills for curriculum success. Development of BBSC eLearning strategy to support 24 hour and remote learning access. 	<i>Embedding a cooperative agreement with a broad range of community partners through:</i> <ul style="list-style-type: none"> Sustainable partnerships with ABCN, Vocational institutions, and industry groups through implementation of ICEBBIRG Strategic Plan. Embedded partnerships with Tertiary Institutions and Queensland Academies.
Our targets	<ul style="list-style-type: none"> 5% increase in within-catchment enrolments 90% attendance 10% decrease in SDAs 	<ul style="list-style-type: none"> >20% U2B in Numeracy, Reading and Grammar. 100% NMS in Numeracy, Reading and Grammar. QCS Average 175 (English) 	<ul style="list-style-type: none"> 100% QCE Attainment 10% increase in School-based traineeships. 80% OP 1 -15. % Cert III attainment above state target.

School Progress towards its goals in 2017

In 2017 BBSC graduating students again attained 100 % QCE. There was an increase in school-based traineeships of approximately 15%, and 82% of students studying for an OP received a score in the 1-15. The College also achieved 62.5% of Year 12 students achieving a Certificate III, with the State target being 20%.

In 2017, 24.4% of Year 7 students achieved in the upper two bands(U2B) of NAPLAN in Reading; 30.6 % in Numeracy and 22.7% in Grammar. Work with Year 9 students is still continuing to meet the targets of 20% U2B in Numeracy, Reading and Grammar and is an ongoing focus in 2018. In the Queensland Core Skills Test (QCST) the subject average for English was 165.46

Enrolments in 2017 decreased from 2016. This was due to a decrease in in-catchment student enrolments at primary feeder schools. This decrease has extended into 2018, but enrolments should increase again into 2019. A strong marketing focus and community engagement strategy to be implemented in 2018 is aimed at ensuring an improvement in enrolment numbers.

Attendance was a key focus in 2017 and remains a focus in 2018. Attendance for 2017 was at 89%.

A strong focus on higher behaviour expectations and a review of the College's Responsible Behaviour Plan for Students did not see a reduction in student disciplinary absences (SDA). Through a consistent approach and focus on Positive Behaviour for Learning (PBL) in 2018 the SDA data is expected to decrease.

The College underwent a Quadrennial School Review (QSR) in 2017 and this formed the basis of the 2018-2021 Strategic Plan and the formulation of the 2018 Explicit Improvement Agenda.

Future Outlook

In 2018 the College's Explicit Improvement Agenda is:

We Dare to Be Wise by:

- Systematic delivery of the Australian curriculum with three-levels of planning, task specific marking guides, pre-calibration and moderation
- Consistent classroom practice using Reading to Learn, learning intentions/success criteria and digital pedagogies.
- Differentiated teaching and learning through engagement with data, case management and goal setting.

Our outcomes are engaged learners with:

85% A to C
50% A and B
100% QCE
91% attendance
NAPLAN MSS/U2B equivalent to the nation
Reduction in buddy-outs

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1020	476	544	57	93%
2016	938	447	491	61	92%
2017	887	413	474	55	92%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

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 with close to 7% of students identifying as Aboriginal and/or Torres Strait Islander. Approximately 18% of students have come from New Zealand and the Pacific Islands, with the remainder coming from The Philippines, Canada, United Kingdom, Europe, Sudan, Vietnam, South Africa, Thailand, China, and India. Within this diverse cultural mix almost 5% of the students have English as their second language.

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. Approximately 8% of our students have been verified with a disability.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	23	25
Year 11 – Year 12	20	19	20

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 8 students 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 the college pedagogical framework, '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. The program 'Reading to Learn' (R2L) is an integral part of our literacy strategy and it is expected that teachers across all curriculum areas deliver explicit R2L lessons regularly to improve student reading and writing levels. A college Numeracy plan to ensure consistency of approach across all learning areas is also being implemented, with strategies to embed 'numeracy moments' across all key learning areas. Specific R2L lessons are also being delivered in mathematics to assist in the improvement of numeracy skills. A curriculum extension program in Year 7 through to Year 10 provides students demonstrating the capacity for extension and enrichment to be challenged and maintain learning growth. 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 and Geography, 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 to select 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 2017 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 undertake a School-based traineeship/apprenticeship, attend a T.A.F.E college one day a week to complete a certificate level course or enrol in University partnership programs. The College works with external Registered Training Organisations (RTO), providing opportunities for our students. In 2017, the school offered Certificate II level courses in Telecommunications, Allied Health Support, Automotive and Tourism, and a Certificate III in Active Volunteering. Students also enrolled in the Diploma courses in Music and Business, enhancing their qualifications in these fields. Through the Students Education Training Plan (SETP) process and ongoing support structures, staff, parents and students plan 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 2017 some of the ways students were encouraged to be active participants included:

LEADERSHIP

- The College has a robust Student Leadership program that encourages students to take an active role in the College and the wider community. During 2017 the Student Representative Council (SRC) conducted whole College assemblies and ran fundraising activities such as free dress days. The SRC also conducted whole school events such as Harmony Day and Bullying No Way, promoting and establishing a cohesive student body.
- All Year 11 students are invited to attend the Leadership Camp at Emu Gully to promote teamwork and leadership skills prior to student leadership elections.
- In Junior Secondary Year 7 and 8 students are invited to be Mentors at the Dare to be Wise Year 6 Academic Challenge and Year 6 Athletics gala day.

ACADEMIC

- A variety of academic competitions are available to students including the Australian Maths Competition, Big Science competition, Chemistry Competition and Readers Cup Competition.
- A student tutorial program most afternoons in the school library is supported by staff to assist students to meet their academic goals.
- Year 7, 9 and 12 students were able to participate in programs run by ABCN. The programs extended their thinking and improved a range of skills through a mentoring program with business leaders.

THE ARTS

- A thriving instrumental music program and choir exists at BBSC. The College Bands and ensembles have represented the College at many competitions and community events.
- The Bayside Excellence in the Arts Talent program (BEAT) along with various dance troupes entered many competitions and workshops through 2017, achieving some excellent results.
- In 2017 students were given the opportunity to audition and perform in the College musical *Suessical*, The Musical. Matinee performances for local primary schools and three evening performances were all highly successful.

SPORTING

- Students are provided with the opportunity to participate in the Bayside district sporting competition on a Tuesday for Years 8 and 9, on a Wednesday for Years 10, 11 and 12 and for Year 7 through Gala Days conducted at least once per term.
- 2017 was the final year of the Greater Brisbane Sporting (GBS) competition. During 2017 BBSC students participated one Saturday per term in a variety of sports with four other schools across the Greater Brisbane area.
- Each September holidays, students in years 10, 11 and 12 are invited to participate in the annual Ski trip to the Snowy mountains. This trip proved to be particularly popular, with the trip being oversubscribed.

How Information and Communication Technologies are used to Assist 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 through our BYOx program and with a large fleet of computers (desktops, laptops, iPads, tablets) available for student use, we are ensuring access for all students.

Students have access to ICTs in almost every class throughout the school day. Students 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 ICTs and submit drafts and receive feedback electronically.

Teachers were encouraged to, and supported in, creating online classrooms using OneNote and The Learning Place's eLearn courses, allowing students to access material, discussion boards and support from home, creating further connections between school and home.

Social Climate

Overview

Brisbane Bayside State College has a strong school community, with an emphasis on support for students. Positive relationships and productive partnerships between all members of the school community is a key focus.

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 College 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 or exceeding expectations. Students are awarded with individual VIVO points that accumulate and students choose rewards and prizes from the VIVO shop. Year level reward days are available in the Junior Secondary and Year 10 to recognise students who have maintained the expected standard of behaviour and engagement in learning.

The Wellbeing Program across all year levels is a crucial component of BBSC's whole College approach to positive behaviour support. All students have a wellbeing lesson each week, as well as a Wellbeing Teacher and a year level Wellbeing Coordinator. 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 the Wellbeing program. A consistent expectation for students to demonstrate our four core College expectations is the basis for positive management of student behaviour in all College activities – classroom learning, around the school, at functions and events, and travelling to and from the College. The four expectations, 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:	2015	2016	2017
their child is getting a good education at school (S2016)	93%	92%	94%
this is a good school (S2035)	90%	89%	90%
their child likes being at this school* (S2001)	93%	87%	94%
their child feels safe at this school* (S2002)	93%	91%	91%
their child's learning needs are being met at this school* (S2003)	87%	90%	88%
their child is making good progress at this school* (S2004)	93%	89%	87%
teachers at this school expect their child to do his or her best* (S2005)	99%	92%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	92%	88%
teachers at this school motivate their child to learn* (S2007)	88%	83%	85%
teachers at this school treat students fairly* (S2008)	88%	87%	87%
they can talk to their child's teachers about their concerns* (S2009)	93%	92%	91%
this school works with them to support their child's learning* (S2010)	91%	91%	90%
this school takes parents' opinions seriously* (S2011)	89%	84%	87%
student behaviour is well managed at this school* (S2012)	81%	72%	81%
this school looks for ways to improve* (S2013)	89%	91%	86%
this school is well maintained* (S2014)	97%	89%	95%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	88%	89%
they like being at their school* (S2036)	87%	89%	83%
they feel safe at their school* (S2037)	91%	87%	82%
their teachers motivate them to learn* (S2038)	84%	86%	85%
their teachers expect them to do their best* (S2039)	97%	94%	95%
their teachers provide them with useful feedback about their school work* (S2040)	84%	82%	86%
teachers treat students fairly at their school* (S2041)	69%	68%	68%
they can talk to their teachers about their concerns* (S2042)	66%	67%	71%
their school takes students' opinions seriously* (S2043)	74%	60%	64%
student behaviour is well managed at their school* (S2044)	61%	49%	49%
their school looks for ways to improve* (S2045)	86%	86%	81%
their school is well maintained* (S2046)	85%	82%	77%
their school gives them opportunities to do interesting things* (S2047)	89%	90%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	96%	97%
they feel that their school is a safe place in which to work (S2070)	99%	98%	92%
they receive useful feedback about their work at their school (S2071)	81%	87%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	81%	81%
students are encouraged to do their best at their school (S2072)	97%	93%	96%
students are treated fairly at their school (S2073)	95%	91%	93%
student behaviour is well managed at their school (S2074)	61%	74%	78%
staff are well supported at their school (S2075)	78%	85%	89%
their school takes staff opinions seriously (S2076)	66%	77%	88%
their school looks for ways to improve (S2077)	92%	93%	97%
their school is well maintained (S2078)	97%	96%	97%
their school gives them opportunities to do interesting things (S2079)	87%	93%	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

As an Independent Public School, 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.

The College has also established many partnerships with local businesses, such as the Wynnum Manly Leagues Club and Registered Training Organisations to provide opportunities for students whilst at and post school.

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.
- Special assemblies including ANZAC Recognition Ceremony, Awards Evening, Graduation Ceremony and School Leadership Ceremony (Investiture)

Other ways of communicating to parents:

- College SMS system
- Facebook
- Electronic noticeboard
- Website – includes information such as school policies, staff members contact details and curriculum information
- Fortnightly newsletters
- Student Planners

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, ensuring the learning needs of the students are met.

Respectful relationships programs

The Wellbeing 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, and focus on developing a student's capability to deal with all types of situations, ensures students safety and develops their ability to deal with conflict. Our Wellbeing team (BOHDI team) is a highly motivated support team to which students can refer themselves and other students for guidance and advice, as well as reporting incidents. In 2017, the team consisted 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	2015	2016	2017
Short Suspensions – 1 to 10 days	207	165	237
Long Suspensions – 11 to 20 days	6	2	11
Exclusions	4	2	4
Cancellations of Enrolment	2	3	0

Environmental Footprint

Reducing the school's environmental footprint

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

The increase in the capacity for the College to use Solar Power for electricity and the education of staff in electricity use has reduced the College's electricity consumption in 2017.

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
2014-2015	611,686	2,482
2015-2016	613,952	685
2016-2017	564,645	

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

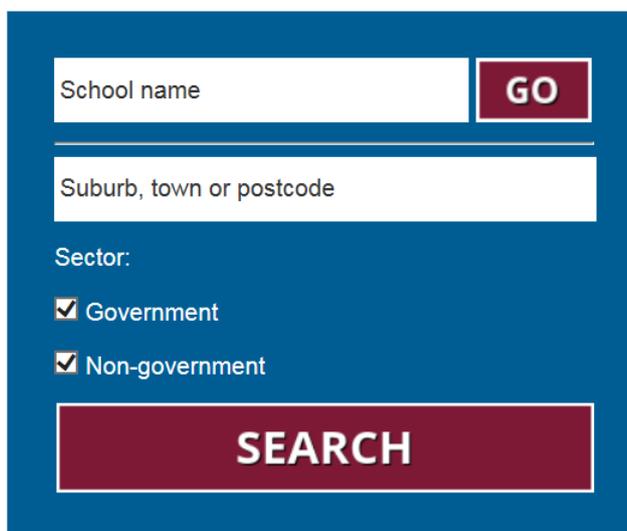
School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source, is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school



The image shows a search form titled "Find a school" with a blue background. It contains the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red button with the word "SEARCH" in white capital letters.

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	77	44	<5
Full-time Equivalents	73	30	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	4
Masters	12
Graduate Diploma etc.**	24
Bachelor degree	36
Diploma	1
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$85 928.

The major professional development initiatives are as follows:

- Read to Learn
- Coaching and Mentoring
- Australian Curriculum implementation
- QCAA Senior Curriculum developments
- Culture Change
- Digital Pedagogy
- Cert IV in Training and assessment
- Leadership

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	85%	84%

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

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

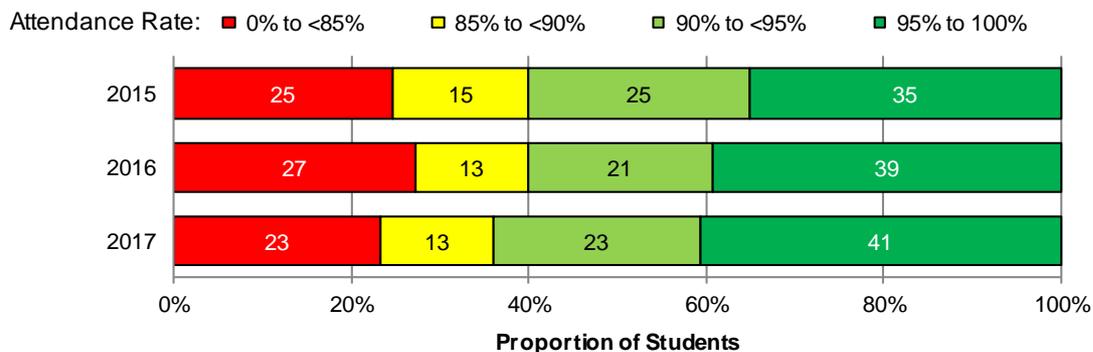
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	91%	89%	83%	90%	88%
2016								92%	89%	86%	88%	87%	90%
2017								92%	89%	88%	85%	89%	90%

*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:



Description of how non-attendance is managed by the school

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. Text messages are also sent if a student fails to attend a lesson without notification.
- Students who have truanted or are late without permission from 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 is also 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.

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

NAPLAN

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

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

Find a school

The form includes the following elements:

- A text input field for "School name" with a red "GO" button to its right.
- A text input field for "Suburb, town or postcode".
- A "Sector:" label followed by two checked checkboxes: "Government" and "Non-government".
- A large red "SEARCH" button at the bottom.

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

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	183	168	135
Number of students awarded a Queensland Certificate of Individual Achievement.	2	1	1
Number of students receiving an Overall Position (OP)	80	57	38
Percentage of Indigenous students receiving an Overall Position (OP)	30%	11%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27	41	31
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	106	125	123
Number of students awarded an Australian Qualification Framework Certificate II or above.	103	123	119
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	181	167	134
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%	86%	82%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	90%	88%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	8	18	29	25	0
2016	8	17	24	8	0
2017	4	11	16	7	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	32	94	32
2016	53	113	60
2017	51	83	78

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

The following Certificate Courses were completed by Brisbane Bayside State College Students during 2017:

Certificate I : IDMT, Construction

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

Certificate III: Business; Active Volunteering; Hospitality; Fitness

Certificate IV: Music, Business

Diploma: Music, Business

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	91%	89%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	77%	75%	100%

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

Student Destinations

Post-school destination information

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

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

The report will be available at:

<http://www.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, BBSC 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 soon 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 leaving BBSC prior to year 12, are doing so as their family is leaving the area, with many, who have come from other countries, returning to their country of origin for family or work reasons.