



Brisbane Bayside State College
INDEPENDENT PUBLIC SCHOOL

Brisbane Bayside State College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Brisbane Bayside State College is a secondary school with close to 860 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); and Science, Technology, Engineering, Mathematics (STEM) 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'.

In 2018 our Annual Implementation Plan was:

Improvement Priority 1. Teaching Quality

Targets	Strategies
<ul style="list-style-type: none"> • 100% of core curriculum classes using R2L strategies weekly to explicitly teach their curriculum. • Improvement in all NAPLAN domains (>20% improvement on 2017 results) • Instructional Strategies aligned to thinking skill development evident in all classrooms. 	<ul style="list-style-type: none"> • Alignment to Australian Curriculum – assessment, unit plans, success criteria. Utilise the work of Lynn and Sharratt and Marzano’s Art and Science of Teaching framework to implement high yield strategies consistently across all classrooms • R2L embedded across all faculties

<ul style="list-style-type: none"> • 100% of learners within signature programs demonstrate at least 1 year of improvement per year. All learners within BEAP signature programs achieve in U2B range in all domains. • All relevant Senior Syllabuses implemented in 2019 with 100% of staff having undertaken PD in new syllabuses and processes. College processes for the implementation of the New QCE and ATAR documented. • 100% of staff undertake an APDP and review at least once every 6 months. • 100% of all staff working within classrooms are trained in ESCM • 100 teachers implementing differentiation strategies within their classrooms to meet the needs of all students. • Buddy Out behaviour data decreases by 20% per year. • 100% of students demonstrate improvement. • All students have 24hour access to learning materials • Class OneNote • Edstudio/ Blackboard • e-learn. 	<ul style="list-style-type: none"> • Build a 7-12 approach to literacy and numeracy and embed across faculties • Develop an explicit whole of college plan for elevated learners that encompasses U2B targets and preferred models of pedagogy including a broad range of engagement strategies. • Development and implementation of New Senior Syllabuses and new QCE and ATAR processes. • Build the instructional capabilities of all teachers to develop capability in implementing pedagogical framework (coaching, leadership roles and programs). • Establish and implement a model of inclusive teaching practices that focuses on ensuring all students achieve at their level. Teachers analyse student data to inform their practice and develop differentiated lessons that meet the needs of the students. • Enhanced and innovative use of digital pedagogies in the classroom.
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Improvement Priority 2. Successful Learners

Targets	Strategies
<ul style="list-style-type: none"> • 85% A-C 50% A-B 100% QCE. All teachers engaging in coaching conversations at the Data Wall and completing student case management cards Case management meetings - R2L, Data Café, BOHDI, Whole School • 100% of students with individual learning goals 100% parent engagement in student goal review • Attendance >91% • Completed curriculum map, work program, unit plan • task-specific marking guides • pre-calibration, moderation. • All students can articulate their learning goals and have them documented in One School. 	<ul style="list-style-type: none"> • A culture of academic excellence exists where high achievement standards are evident linked to regularly monitoring of performance. • Enhance curriculum alignment YR 7-12 to ensure seamless transition for students. • A learning and wellbeing framework has been developed leading to social and emotional learning programs. • Personalised Learning Plans exist for all students. • Students paired with mentors, peer mentors/buddies to help promotion of learning culture and to model expectations.

Improvement Priority 3. School Performance

Targets	Strategies
<ul style="list-style-type: none"> • 100% of students have undertaken goal setting through OneSchool. • 100% of staff are able to identify student needs according to class data and are able to implement a differentiated curriculum. • Reduction in SDA's (>5% decrease per year). PBL, SET and EBS data indicate consistent whole of college implementation 	<ul style="list-style-type: none"> • Build staff capability, capacity and processes to analyse student achievement to inform practice and case manage ongoing student learning and academic goal setting. • Review and refine the College approaches to behaviour management, ensuring consistent application of PBL across the college.

<p>of PBL and the College moves to Tier 2 of the PBL program.</p> <ul style="list-style-type: none"> SOS data >85% parents, students and staff indicate this is a good school. Enrolments increase by >10% over 3 years. 	<ul style="list-style-type: none"> Through successful partnerships, positive student engagement within the community and an increased College profile in the community, enrolments increase.
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Improvement Priority 4. Leadership Capability

Targets	Strategies
<ul style="list-style-type: none"> 100% HoDs & DPs have undergone Coaching training and implement a coaching and feedback model within their areas of line management. Aspiring Leaders program developed, at least 5 staff/year engaged Clearly defined roles for all leadership positions within the College. Regular annual review of the positions and responsibilities (annual). SOS data indicates an improvement in school confidence and in opportunities for students. 	<ul style="list-style-type: none"> Build the instructional leadership capabilities of College leaders to develop the capacity and capability of teachers to deliver and implement the pedagogical framework. Review the roles of the leadership positions in the College to develop a clear line management structure that aligns with systemic priorities and ensures appropriate allocation of human resources. Student Leadership is fostered and developed through a range of activities, opportunities and programs; to improve student engagement and outcomes and to engage the community within the College, lifting the profile of our students within the community.

School progress towards its goals in 2018

In 2018 BBSC graduating students again attained 100 % QCE. There was an increase in school-based traineeships of approximately 22%, and 92.5% of students studying for an OP received a score in the 1-15 range. The College also achieved 92% of Year 12 students achieving a Certificate III or higher, with the State target being 20%.

In 2018, 21.3% of Year 7 students achieved in the upper two bands(U2B) of NAPLAN in Reading; 27.7% in Spelling and 21.3% in Grammar. Our year Year 9 students met the targets of 20% U2B in Spelling (24.4%), Reading (26.3%) and Grammar (25.2%).

Enrolments in 2018 decreased from 2017. This was again due to a decrease in in-catchment student enrolments at primary feeder schools. This decrease has extended into 2019, but enrolments should increase again into 2020 with the departure of the Year 12 half cohort.

A strong marketing focus and community engagement strategy to be implemented in 2019 is aimed at ensuring an improvement in enrolment numbers.

Attendance was a key focus in 2018 and remains a focus in 2019. Attendance for 2018 improved to 90%.

A strong focus on higher behaviour expectations and a review of the College's Responsible Behaviour Plan for Students saw a reduction in student disciplinary absences (SDA). Through a consistent approach and focus on Positive Behaviour for Learning (PBL) in 2019 the SDA data is expected to decrease further.

Future outlook

In 2019 the College's Explicit Improvement Agenda is:

We Dare to Be Wise by: Our outcomes are engaged learners through:

1. Systematic delivery of the Australian Curriculum with three-levels of planning, task specific marking guides, pre-calibration and moderation
2. Consistent classroom practice using Reading to Learn, thinking skills, learning intentions/success criteria and digital pedagogies.
3. 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 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	938	887	861
Girls	447	413	391
Boys	491	474	470
Indigenous	61	55	60
Enrolment continuity (Feb. – Nov.)	92%	92%	93%

Notes:

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

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

Characteristics of the student body

Overview

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 999 with 11% of families in the top quartile, but 29% in the bottom quartile and 33% 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	25	25
Year 11 – Year 12	19	20	18

Note:

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

Curriculum delivery

Our approach to curriculum delivery

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 wellbeing groups for the completion of the core curriculum coursework. Complementing this is the college pedagogical framework, 'The new 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 9 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 Secondary 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, the 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 2018 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 recognised Certificate level qualifications. 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 2018, 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 2018 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 2018 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, Year 6 Sports Gala Day, and the Arts Extension Day.
- Junior Secondary students are involved in a Leo Club which meets weekly and has organised Neighbourhood get-togethers and fundraising BBQs.

ACADEMIC

- A variety of academic competitions are available to students including the Australian Maths Competition, Big Science competition, Chemistry Competition Tournament of the Minds and Readers Cup Competition.
- A student tutorial program before school and 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.
- Chess Club and Coding Club are extremely popular co-curricular activities in the library during lunch-time, with students participating in several Chess Competitions.

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.
- In 2018 students were given the opportunity to perform in the College Carnivale – a showcase of the talents of students in the performing arts.
- Preparations were made for the introduction of a Strings Program (violin, cello and double bass) to commence in 2019.
- Visual Art students entered works into Creative Generations.

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.
- Each September holidays, students in years 10, 11 and 12 are invited to participate in the annual Ski trip to the Snowy mountains.
- Four Oztag teams participated in the All-Schools Oztag Championships at the Sunshine Coast, with all teams making the Quarter Finals, and the BBSC Open Mixed team narrowly losing the Grand Final.

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.

In 2019 the Bring your own device (BYOx) program will be introduced for all year 10-12 students.

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

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree [#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	92%	94%	91%
• this is a good school (S2035)	89%	90%	88%
• their child likes being at this school* (S2001)	87%	94%	94%
• their child feels safe at this school* (S2002)	91%	91%	89%
• their child's learning needs are being met at this school* (S2003)	90%	88%	89%
• their child is making good progress at this school* (S2004)	89%	87%	94%
• teachers at this school expect their child to do his or her best* (S2005)	92%	100%	97%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	88%	89%
• teachers at this school motivate their child to learn* (S2007)	83%	85%	86%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school treat students fairly* (S2008)	87%	87%	88%
• they can talk to their child's teachers about their concerns* (S2009)	92%	91%	88%
• this school works with them to support their child's learning* (S2010)	91%	90%	88%
• this school takes parents' opinions seriously* (S2011)	84%	87%	85%
• student behaviour is well managed at this school* (S2012)	72%	81%	77%
• this school looks for ways to improve* (S2013)	91%	86%	85%
• this school is well maintained* (S2014)	89%	95%	91%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	88%	89%	89%
• they like being at their school* (S2036)	89%	83%	84%
• they feel safe at their school* (S2037)	87%	82%	84%
• their teachers motivate them to learn* (S2038)	86%	85%	90%
• their teachers expect them to do their best* (S2039)	94%	95%	94%
• their teachers provide them with useful feedback about their school work* (S2040)	82%	86%	90%
• teachers treat students fairly at their school* (S2041)	68%	68%	74%
• they can talk to their teachers about their concerns* (S2042)	67%	71%	69%
• their school takes students' opinions seriously* (S2043)	60%	64%	69%
• student behaviour is well managed at their school* (S2044)	49%	49%	57%
• their school looks for ways to improve* (S2045)	86%	81%	85%
• their school is well maintained* (S2046)	82%	77%	90%
• their school gives them opportunities to do interesting things* (S2047)	90%	86%	87%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	97%	96%
• they feel that their school is a safe place in which to work (S2070)	98%	92%	96%
• they receive useful feedback about their work at their school (S2071)	87%	93%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	81%	90%
• students are encouraged to do their best at their school (S2072)	93%	96%	92%
• students are treated fairly at their school (S2073)	91%	93%	91%
• student behaviour is well managed at their school (S2074)	74%	78%	70%

Percentage of school staff who agree# that:	2016	2017	2018
• staff are well supported at their school (S2075)	85%	89%	86%
• their school takes staff opinions seriously (S2076)	77%	88%	85%
• their school looks for ways to improve (S2077)	93%	97%	96%
• their school is well maintained (S2078)	96%	97%	96%
• their school gives them opportunities to do interesting things (S2079)	93%	92%	97%

* 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 shop 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:

- Success Planning Conferences and Parent/Teacher interviews.
- College Open Mornings
- College Open Day
- Sporting events including Bayside District Interschool sport and District swimming, cross country and athletics carnivals.
- 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 member 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 education 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 2018, the team consisted of 6 Year Coordinators, The Chaplain, The Guidance Officer, School Based Health Nurse, Head of Department – Wellbeing, and Engagement Support teacher.

School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	165	237	168
Long suspensions – 11 to 20 days	2	11	5
Exclusions	2	4	5
Cancellations of enrolment	3	0	1

Note:

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

Environmental footprint

Reducing 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. 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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	613,952	564,645	822,868
Water (kL)	685		

Note:

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

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

School funding

School income broken down by funding source

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

Where school income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

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

The screenshot shows a search interface with a dark red header. On the left, there is a white box with the text 'Find a school'. On the right, there is a dark red box with the text 'Search website'. Below this is a search input field with the placeholder text 'Search by school name or suburb' and a dark red 'Go' button. Underneath the search field are three dropdown menus labeled 'School sector', 'School type', and 'State', each with a downward arrow.

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

A rectangular button with a dark red border and the text 'View School Profile' in dark red.

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

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

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.

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	78	42	6
Full-time equivalents	73	29	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	4
Masters	12
Graduate Diploma etc.*	24
Bachelor degree	36
Diploma	1
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$87884.

The major professional development initiatives are as follows:

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

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	89%	90%
Attendance rate for Indigenous** students at this school	85%	84%	83%

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

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

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

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

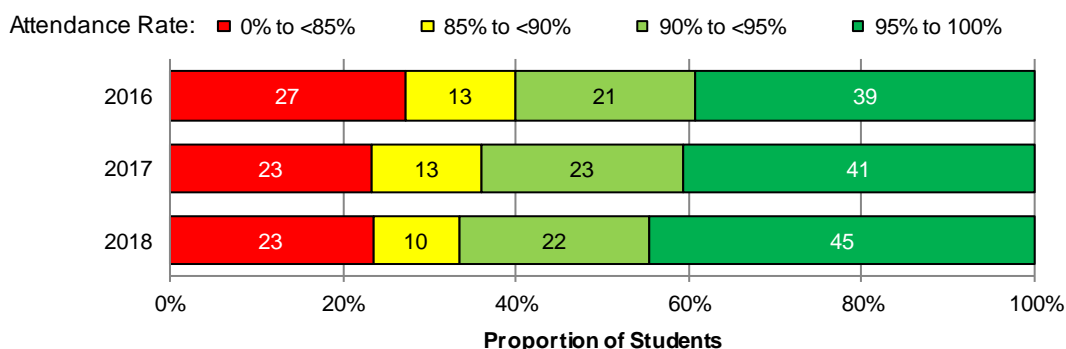
Year level	2016	2017	2018
Year 7	92%	92%	92%
Year 8	89%	89%	90%
Year 9	86%	88%	89%
Year 10	88%	85%	89%
Year 11	87%	89%	89%
Year 12	90%	90%	89%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

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 Coordinator 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.

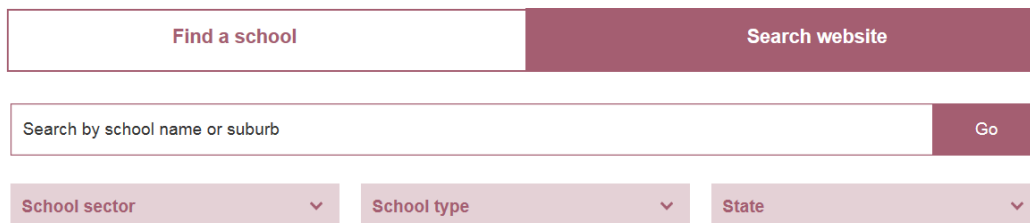
NAPLAN

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**.

How to access our NAPLAN results

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



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



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



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

Notes:

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

Year 12 Outcomes

Tables 13–15 show for this school:

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

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

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

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	168	135	144
Number of students awarded a QCIA	1	1	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	167	134	143
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	57	38	40
Percentage of Indigenous students who received an OP	11%	33%	29%
Number of students awarded one or more VET qualifications (including SAT)	125	123	132
Number of students awarded a VET Certificate II or above	123	119	130
Number of students who were completing/continuing a SAT	41	31	46
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	86%	82%	93%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	90%	88%	98%

Notes:

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

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	8	4	8
6-10	17	11	14
11-15	24	16	15
16-20	8	7	3
21-25	0	0	0

Note:

The values in table 14:

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

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	53	51	41
Certificate II	113	83	117
Certificate III or above	60	78	81

Note:

The values in table 15:

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

The following Certificate Courses were completed by Brisbane Bayside State College Students during 2018:

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

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	89%	85%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	75%	100%	94%

Notes:

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

Student destinations

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

Early school leavers

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

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.

This school works closely with a range of external agencies to support students who left school early. Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, several through the newly established Pathways College.

Next Step – Post-school destinations

Schools using the department's [Websites for Schools](#) platform will have their Next Step – Post-School Destinations Report uploaded to their website for them.

All other schools are required to upload their own reports.

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

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

This school's report will be available at

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