

BREMER STATE HIGH SCHOOL

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|---|------------------------------|---------------------------------------|
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Principal's foreword

Introduction

The School Annual Report is a snapshot of key aspects of the 2008 school year. It is one significant way in which the school presents an account of the achievements realised during the third and last year of the Strategic Plan 2006 – 2008.

In that Strategic Plan three broad points of focus were identified. They were:

- . improve student academic performance
- . improve school facilities
- . improve staff access to professional development and training.

This report will show that we were successful in making improvements in those areas.

As 2008 was the final year of the Strategic Plan 2006 – 2008, a review of the progress made by the school in those years was conducted. The outcome of the Triennial School Review saw five new strategic priorities established. They are:

- . improve the quality of the curriculum and teaching
- . embed values education in school programs
- . improve communication at all levels of school activity
- . improve relationships between all stakeholders
- . improve the quality of resources and facilities

A copy of the new Strategic Plan was provided to parents in our February newsletter.

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Community Profile

Bremer State High School is located 1.5 kilometres from the Central Business District of Ipswich. Ipswich is one of South East Queensland's fastest growing regional centres and the CBD has been targeted for significant re-development.

The school provides quality learning opportunities for students who reside in the catchment suburbs of Basin Pocket, Blackstone, Booval, Churchill, Deebing Heights, Eastern Heights, Flinders View, Ipswich Central, Ipswich East, Ipswich West, Newtown, North Booval, One Mile, Raceview, Ripley, Silkstone, South Ripley and Yamanto.

Ipswich is benefiting from a real estate market that includes affordable housing at levels unavailable in many other areas. This coupled with a job market that is generally stable has prompted population growth at a rate greater than most other regions.

The Ipswich City Council predicts that by 2020 the population will have increased from its current 145,000 to 220,000 people. The expansion of the Amberley Airbase with the development of business and transport infrastructure is also being supported by moves to expand the education profile of the city at all levels from pre-school to university.

It is this context, that Bremer provides a very important education service to the community. Bremer will continue to offer a broad range of academic and vocational learning options.

The school is also developing a broader cultural profile with over 100 students of Aboriginal and Torres Strait Islander heritage and an increasing number of students with cultural links to Pacific Island Nations now enrolled.

Statement of Purpose

The Bremer purpose is to provide opportunities for our students to achieve, within a supportive environment, the best possible outcomes in learning and personal growth.

Values

At Bremer we value:

- . Achievement
- . Diversity
- . Equality
- . Flexibility
- . Health and well being
- . Our image and appearance
- . Relationships
- . Responsibility
- . Spirit in the form of motivation and teamwork
- . Technology – its importance and necessity
- . Traditions

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Beliefs

At Bremer we believe:

- . that all students learn, despite their differences, in an environment that encourages mutual respect and commitment to work;
- . that education is a partnership between school, home and the wider community, that meets the needs of all stakeholders;
- . in promoting a curriculum that will equip all students for lifelong learning;
- . in responding positively to the challenges presented by an ever changing society;
- . in the value of Public Education and the uniqueness of our school;
- . in promoting the health and wellbeing of the members of our community;
- . in fostering good citizenship and ethical behaviour.

These characteristics are affirmed in the name of our school Bremer.

B for Best

R for Respect

E for Enthusiasm

M for Maturity

E for Excellence

R for Results

Future outlook

The growth and development of the Ipswich area and the strong reputation of the school has contributed to a consistent increase in enrolments. In 2005 the school had 1183 students. In 2006 our day eight enrolment was 1206 and this year it has grown to 1367 students. It is predicted that enrolments will be more than 1400 in 2010.

The inclusion of Bremer in the Queensland Government's State Schools of Tomorrow project will enable the school to make a significant improvement in the quality of its resources and facilities. The proposal is for a new school to be built on a location that borders the University of Queensland's Ipswich Campus. We anticipate moving to our new location and facilities at the beginning of 2011.

The school will work closely with the State Schools of Tomorrow project team in the planning phase to ensure that facilities will enable students and teachers to engage in contemporary curriculum and pedagogy, particularly curriculum and pedagogy with an electronic learning focus.

Bremer will also develop a strong learning partnership with the University of Queensland where the focus will be access to information technology, professional development for

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staff and learning experiences involving higher order thinking and research. Shared use of facilities will also be a feature of the partnership between Bremer SHS and the University of Queensland.

The school will continue to serve the needs of students in the areas listed previously and expects enrolments to increase, particularly in the Senior School.

Students in the Senior School will be afforded broader learning options and be offered opportunities to be part of the learning programs and activities developed by the University of Queensland. This will give those interested in tertiary study a head start.

A strong focus on e-learning will be incorporated into future facilities development, curriculum development and teaching programs. This will enhance learning opportunities at all stages of secondary schooling.

The school has established a number of objectives as the framework for our activities in the next three years. They represent the focus of our Strategic Plan 2009 – 2011.

A Quality of Curriculum and Teaching

- . improve learning outcomes for the diverse range of students
- . improve the alignment of curriculum planning, teaching, assessment and reporting
- . increase the number of students completing the Senior Phase of learning

B Values Education

- . improve staff morale
- . develop and implement a replacement for “B for Bremer, B for Best”
- . identify how the nine values associated with the National Framework for Values Education in Australian Schools are currently presented in our curriculum, mission statement and school values.

C Communication

- . improve the quality of communication at the school
- . improve the method and consistency of communication leaving the school
- . update and maintain the currency of information available to the community via the school website.
- . improve staff access to well maintained information and communication technology

D Relationships

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- . improve the quality of relationships between staff, parents and students
- . revise and improve the school's Behaviour Management policy and procedures
- . promote, encourage and engage staff in professional development opportunities

E Resources and Facilities

- . improve the quality of facilities at the school

Our school at a glance

School Profile

| | | | |
|---------------------|--------------------|------|----------|
| School Enrolment: | Day 8 2008 | 1282 | February |
| | School Census 2008 | 1234 | June |
| Year levels Offered | Year 8 – Year 12 | | |
| Gender | Co-Educational | | |

Curriculum offerings

Distinctive Offerings

Bremer State High School provides a curriculum that is designed to provide all students with a balanced education.

The year 8 – 10 curriculum is organised according to a number of Key Learning Areas that were developed and adopted by all Australian States and Territories. The key Learning Areas are:

- . English
- . Health and Physical Education Queensland
- . Languages Other than English
- . Mathematics
- . Science
- . Studies of Society and the Environment
- . Technology
- . The Arts

At Bremer we require students to choose subjects from each Key Learning Area (KLA) when developing a course of study over the three years.

Each subject develops in different ways and to varying depths, the valued attributes of a life long learner. These attributes are evident when a person is a:

- . knowledgeable person with deep understanding
- . complex thinker
- . active investigator
- . responsive creator
- . effective communicator
- . participant in an interdependent world

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Our school at a glance

- reflective and self-directed learner

In delivering our subjects we maintain four key priorities. It is the responsibility of every teacher to ensure these priorities are addressed. The priorities are:

- the ongoing development of literacy
- the ongoing development of numeracy
- the development of life skills, particularly in the area of health
- a futures perspective.

Our courses are structured in the following way.

| Year 8 | | | | | | | | |
|---------------|---------|-----------------------|----------------------|-------|---------|--|---|---|
| KLA | English | HPE | LOTE | Maths | Science | SOSE | Technology | The Arts |
| Subjects/s | English | HPE | German Indonesian | Maths | Science | SOSE | Applied Living Design Business Information and Technology Industrial Technology | Visual Art Drama Music |
| Year 9 and 10 | | | | | | | | |
| KLA | English | HPE | LOTE | Maths | Science | SOSE | Technology | The Arts |
| Subjects/s | English | HPE Sports Science | German Indonesian | Maths | Science | SOSE (9 -10) Geography (10) History (10) | Applied Living Design Business Info & Technology Design Tech Graphics Information Technology Education | Art Dance Drama Media Music |



Our school at a glance

In the Senior School, Bremer offers an extensive choice of subjects. Queensland Studies Authority (QSA) subjects that contribute to the attainment of an Overall Position (OP), for tertiary entrance purposes, and the Queensland Certificate of Education are:

| | | |
|--------------------------------|---------------------------------------|---------------------|
| Accounting | English | Mathematics A |
| Aerospace Studies | Film, Television and New Media | Mathematics B |
| Ancient History | Geography | Mathematics C |
| Biological Science | German | Modern History |
| Business | Graphics | Multistrand Science |
| Communication and technologies | Health Education | Music |
| Chemistry | Home Economics | Music Extension |
| Dance | Information Processing and Technology | Physical Education |
| Drama | Legal Studies | Physics |
| | | Technology Studies |

Queensland Studies Authority – Registered Subjects

These subjects contribute towards the attainment of the Queensland Certificate of Education but do not contribute to an Overall Position (OP).

- . Business
- . Creative Arts
- . English Communication
- . Hospitality Practices
- . Information and Communication
- . Tourism
- . Pre-Vocational Mathematics
- . Recreation Education
- . Outdoor Education

Students can also select several Vocational Education and Training Courses that contribute towards the attainment of the Queensland Certificate of Education and VET Certificates

- . Certificate II in Business
- . Certificate II in Information Technology
- . Certificate I in General Construction
- . Certificate I in Furnishing
- . Certificate I in Plastics, Rubber and Cablemaking
- . Certificate I in Work Readiness

Our school at a glance

Extra curricula activities

Extra-curricula activities are an important element in the education of our students. They provide avenues, in addition to academic ones, by which students can achieve excellence and a sense of achievement. In addition, they provide opportunities to develop interests and skills that can be used beyond school.

Cultural

Bremer has a strong profile in the Ipswich Community for its Creative and Performing Arts programs. They include: Performance Evenings, Senior Concert Band, Stage Band, Junior Concert Band, Choir, String Ensemble and Orchestra, Dance Club, Nerima Exchange, Ludwig Leichhardt Oberschule Partnership.

Sport

Bremer is a member of the Combined Ipswich Secondary Sports Association. Teachers coach and manage students in a range of other school sporting events. Sports that are offered include: Baseball, basketball, Cricket, Futsal, Softball, Touch Football, Volleyball, Hockey, Netball, Rugby League, Rugby Union, Soccer, Squash, Athletics, Cross Country and Swimming; Gym Club and Movement Club.

The Great Bremer Canoe race is a long standing tradition within the local community

Student Leadership

Bremer students are presented opportunities to formally develop and display leadership skills. A number of forums exist to allow students to have input in school planning and to support fellow students. Some examples are: Student Council, Sports Committee, Anti-Bullying Committee, Health Promoting Schools Committee, Year 8 Buddy Program and Welcoming Committee.

Our school captains and vice-captains also attend student leadership forums on an annual basis.

How computers are used to assist learning

At Bremer the use of Information and Communication Technology is an important part of the teaching and learning process. The use of computers is spread across curriculum areas and is evident in all subjects. Demand for access to computers is high.

Our curriculum offerings particularly in the Senior School, show the strong presence of technology subjects and includes Aerospace which is a new subject in the Queensland Senior Curriculum.

The cost of maintaining ICT services is a significant and ongoing budget issue. There are more than 400 computers in the school and each year the school carefully budgets to replace approximately 60 computers and to fund technical support for teachers and students. The School offers 2-3 traineeships per year to Bremer students who not only develop their own IT skills but who provide additional support to the IT team.

Our school at a glance

Social climate

A copy of the “Responsible Behaviour Plan for Students” is provided to all students upon enrolment. It is supported by policies and procedures that are published on the website.

The school also produces a Prospectus and Curriculum Handbooks that cover all year levels. These inform students about general school procedures and details of subjects available for course selection.

There is a strong culture of support to ensure that students mature in a safe and caring environment. Our broad focus lies with the development of the whole person. As a result, strategies employed are designed to assist individuals and groups of students to develop in a range of social contexts.

Student support is available through a range of school based personnel and outside agencies such as:

- . Year Coordinators
- . Guidance Officers
- . School Based Nurse
- . School Chaplain
- . Defence Force Liaison Officer
- . Youth Pathways Program
- . Apprenticeships Queensland
- . Job Pathways Program

We are a Health Promoting School and as such, have a number of initiatives to actively promote a healthy lifestyle. Activities include:

- . Health Week
- . Year 8 Health Day
- . Drug Strategy
- . Anti-Bullying Program
- . Nutrition Group
- . Movement Club
- . Pump House (GYM)
- . Staff Social Club

Bremer’s behaviour management policy is underpinned by William Glasser’s “Choice Theory, Reality Therapy” model. Its emphasis on responsibility and relationships has contributed to the climate of care and consideration within the school. A great deal of energy and time is spent by all members of the school community, creating and maintaining good relationships.



Our staff profile

Involving parents in their child's education.

Parents and caregivers are actively encouraged to participate in the education of their children. Parent attendance and involvement takes place at a range of school functions and activities which include cultural events, performance events, sporting events and award ceremonies.

Parents are kept informed about individual student performance on five occasions.

- . Term 1 – Progress report
- . Term 2 – Parent teacher interviews
- . End Semester 1 – Performance report
- . Term 3 – Parent teacher interviews
- . End Semester 2 – Performance report

Parents are also invited to attend interviews on a needs basis, as specific issues emerge.

In regard to planning courses of study, parents are required to attend an enrolment interview and are invited to attend the interview during which year 10 students develop their "Senior Education and Training Plan". Group information evenings about course development and subject options are conducted annually for parents of students when:

- . transitioning from year 7 to year 8
- . at the end of year 8 to select subjects for years 9 and 10
- . at the end of year 10 to select subjects for years 11 and 12
- . in year 12 to assist with selection of career options when year 12 is completed.

A monthly newsletter is used to keep parents informed about general school activities, educational and policy issues. The monthly Parents and Citizens Association meeting is another direct avenue for parent input to planning and policy development.

The annual parent opinion survey enables randomly selected parents of students in years 9 and 11 to provide their opinions about the school and its performance.

This year parents were represented on a number of working parties that reviewed school performances during the period 2006 – 2008. The Triennial School review revealed that the school had been successful in meeting many of its objectives. The feedback provided by parents was very important in shaping the new Strategic Plan.

The school website also enables parents to gain access to a wide range of information and includes copies of:

- . Policies and procedures
- . School prospectus and enrolment information
- . Curriculum Handbooks
- . Monthly newsletter and Calendar of Events

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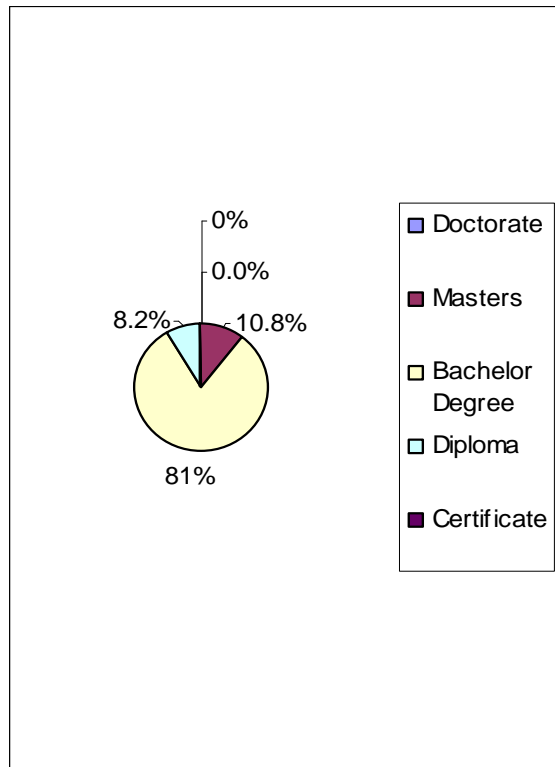
Our staff profile

. Annual Operation Plan.

The Yearbook is also another publication that provides an overview of the major subject excursions, sporting and cultural activities conducted throughout the year.

Qualifications of all teachers

| Highest level of attainment | Percentage of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 0 |
| Masters | 10.8 |
| Bachelor Degree | 81 |
| Diploma | 8.2 |
| Certificate | 0 |



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2008 was \$36,148 which represented 16.77% of the general grant.

Professional development covered a wide range of initiatives. All staff who applied to attend professional development programs had approval granted. Major areas of professional development included:

- . curriculum development and implementation
- . the application and use of technology
- . workplace health and safety
- . supporting students with disabilities
- . behaviour management

Eighty seven percent of teaching staff participated in Professional Development during 2008.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2008.

Proportion of staff retained from the previous school year.

From the end of the 2007 school year, 91% of staff were retained by the school for the entire 2008 year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2008 was 88%.

Key outcomes in the senior phase of learning

Apparent retention rates Year 8 to Year 12.

The 2008 Year 12 student enrolment as a percentage of the Year 10 student cohort in 2006.

63%

Outcomes for our Year 12 cohort of 2008

| | |
|--|-----|
| Number of students awarded a Senior Statement | 137 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12 | 61 |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications | 42 |
| Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT) | 6 |
| Number of students receiving an Overall Position (OP) | 67 |
| Percentage of OP/IBD eligible students with OP 1-15 or an IBD | 63% |
| 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 | 57% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer | 85% |

Performance of our students

National Assessment Program – Literacy and Numeracy (NAPLAN) results

| Domain | Measures | Result |
|-------------------------|---|--------|
| Reading | Average score for the school | 555.3 |
| | Average score for Queensland | 568.2 |
| | For the school the percentage of students at or above the national minimum standard | 90.11% |
| Writing | Average score for the school | 553.1 |
| | Average score for Queensland | 555.3 |
| | Percentage of students at or above the national minimum standard | 83.9% |
| Spelling | Average score for the school | 556.3 |
| | Average score for Queensland | 567.8 |
| | Percentage of students at or above the national minimum standard | 84.7% |
| Grammar and Punctuation | Average score for the school | 544.5 |
| | Average score for Queensland | 563.2 |
| | Percentage of students at or above the national minimum standard | 79.2% |
| Numeracy | Average score for the school | 543.3 |
| | Average score for Queensland | 570.7 |
| | Percentage of students at or above the national minimum standard | 85.1% |



Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2008 Year 12 post-school destinations survey, "Next Step – Student Destination Report" for the school were not available. Information about these post-school destinations will be posted to our website by early September.

The results for 2007 were:

Survey Response Rate:

| Number of respondents | Number of students who completed Year 12 | Response Rate % |
|-----------------------|--|-----------------|
| 143 | 167 | 85.6 |

Main Destinations of Year 12 Completers.

| (Higher Education) | (% of respondents) |
|---|--------------------|
| University degree | 25.9% |
| (VET Education) | |
| VET Cert IV+ | 4.9% |
| VET Cert III | 3.5% |
| VET Cert I – II (other) | 6.3% |
| Apprentice | 11.9% |
| Trainee | 7.0% |
| (Not in Further Education and Training) | |
| Working full-time | 14.7% |
| Working part-time | 17.5% |
| Seeking Work | 7.0% |
| Not Studying / not in the labour force | 1.4% |

Performance of our students

Other Key Outcomes

Value added

Bremer State High has sought to add value to the learning experiences of students by maintaining a broad curriculum and an extensive range of extra curricular activities.

Students are provided with a range of additional options that include:

- . sport
- . access to TAFE programs
- . special education
- . music
- . youth support programs
- . driver education
- . academic competitions
- . work experience in Year 10
- . drug and alcohol education
- . excursions
- . learning support programs

The school has provided solid foundations for future study or employment. Of the 167 year 12 students who completed study in 2007 who responded to the Destination Survey, approximately 60% were continuing with education and training and 32% were in the workforce.

Performance of our students

Parent, student and teacher satisfaction with the school

In 2008 parents, students and teachers provided their opinions on a variety of aspects of school performance. This data has been used to inform planning and decision-making at the school.

The data is showing consistency with the opinions of 2007.

Staff identified their highest levels of satisfaction as being

The good working relationships that existed with other staff

The relationships they had with students

The level of energy that staff put into their work

Staff were least satisfied with the general facilities in the school and the way they were maintained. The reliability of information and communication technology was a major frustration.

Students indicated that they were most satisfied with the variety of subjects and courses that were available at the school. Our planning has ensured that not only standard subjects are maintained but that subjects such as Aerospace, Film and Television, Music, Drama and Plastics are available. These are subjects that are not always offered in neighbouring schools.

Students also reported that they were more satisfied with the encouragement they received to take responsibility for their own learning. The objective of promoting the independent learning skills of students is also a positive as the students believe they are doing the best they can in relation to school work.

Students are least happy with the behaviour of other students and the quality of school facilities. The school consistently applies its "Positive Behaviour" code as a means of improving behaviour. This is showing a positive effect as the suspension rate for misbehaviour is now showing a downward trend while at the same time enrolments are rapidly increasing.

Students have shown that they wish to improve their results and have expressed a desire for teachers to clearly explain what it is that they want them to do in class activities. The school has shown that it has increasing expectations in relation to student performance and this has been recognized by the majority of students.

Our parent community has recorded that it is most satisfied with the way the school is developing numeracy skills and preparing students for the future. Parents are least satisfied with the behaviour of students and the school's facilities and grounds.

The State Schools of Tomorrow project represents the culmination of plans and strategies to address the grounds and facilities issues. The development of new facilities will commence in 2009.

School Disciplinary Absences

School Disciplinary Absences

July 2009

Many strategies are used by our school to provide appropriate consequences for unacceptable student behaviour. The use of School Disciplinary Absences - suspensions, exclusions and cancellations of enrolment - are consequences used after consideration has been given to all other responses.

The Principal must be reasonably satisfied that grounds exist under the Education (General Provisions) Act 2006 outlined in sections 284, 289 and 316 prior to making the decision to suspend, recommend exclusion or cancel the enrolment of a student.

For further information on suspensions, exclusions and cancellations of enrolment, refer to the policy SMSPR-021: Safe, Supportive and Disciplined School Environment.

The data are provided in terms of aggregate counts of incidents recorded by the school. The data do not represent the outcomes of any related appeal decisions.

| Student Counts | 2006 | 2007 | 2008 | 2009 |
|----------------------|------|------|------|------|
| Full-time Enrolments | 1175 | 1187 | 1234 | 1367 |

| Disciplinary Absences | Reporting Period | | | |
|---------------------------------|-------------------|-------------------|-------------------|--------------------|
| | 2006 Full Year | 2007 Full Year | 2008 Full Year | 2009 Semester 1 |
| Short Suspensions – 1 to 5 days | 428 | 381 | 331 | 160 |
| Long Suspensions – 6 to 20 days | 35 | 19 | 52 | 29 |
| Exclusions | 21 | 6 | <5 | <5 |
| Cancellations of Enrolment | <5 | <5 | 0 | 0 |

*The enrolment figures are counts of full-time students. 2006-2008 enrolment data are sourced from August (Census) Corporate Data Downloads and 2009 enrolment data are sourced from the February Corporate Data Download

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