



Burpengary State Secondary College

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Burpengary State Secondary College was opened in 2015 with year 7 and 8 students. The College continues to grow a year level at a time until 2019 when our first year 12 students will graduate. The College has been founded on strong community relationships. The school's logo, sport and formal uniform, policies and school vision, mission and values reflect a strong community that seeks high expectations and student outcomes. Located approximately 20 minutes north of Brisbane, the college is set on 12.5 hectares of land.

The college's vision 'Innovative Learning in a Global Community' is the foundation of the school's philosophy that young people need an education that allows them to be competitive in a global workforce and choose a pathway for their future endeavours wherever that may be. The college's four year strategic plan is founded on ensuring that young people are provided an education that ensures students are given every opportunity to build personal capability. The college has a strong focus on Science, Technology, Engineering and Mathematics (STEM) in addition to its five signature innovative programs. These include Arts; Community Leadership; Sport; Robotics; and Science and Engineering. Students continue to achieve outstanding results, winning regional competitions and students being recognised for their ability to develop innovative concepts.

As an Independent Public School (IPS) and as a Public Private Partnership (PPP) school, the College is able to strategically plan with parents, carers and the wider College community to ensure the holistic education that young people receive will enable students to meet the complexities they will face in the future. Burpengary State Secondary College is large enough to provide every student with core, elective and innovation programs, but small enough to focus on each individual students educational learning needs.

School Progress towards its goals in 2017

| 2017 School Priorities | | |
|---|--|---|
| Differentiated Teaching and Learning | <ul style="list-style-type: none"> • Differentiated Learning • ICPs; ISPs • Curriculum Standards • Workforce Planning | <p>Significant progress achieved</p> <p>All targets achieved</p> <p>All targets achieved</p> <p>All targets achieved</p> |
| Systematic Curriculum Delivery | <ul style="list-style-type: none"> • Curriculum Pathways • Formative and Summative Assessment • Curriculum Standards • Innovative Assessment • Moderation and Feedback | <p>Significant progress achieved</p> <p>Significant progress achieved</p> <p>All targets achieved</p> <p>Progress achieved</p> <p>Significant progress achieved</p> |
| Effective Pedagogical Practices | <ul style="list-style-type: none"> • Digital Technologies • Staff Student Feedback • Student Centred Learning • High Reliability Schools • Australasian Schools Accreditation Association | <p>Progress achieved</p> <p>Progress achieved</p> <p>Progress achieved</p> <p>Future progress required</p> <p>Future progress required</p> |
| Expert Teaching Team | <ul style="list-style-type: none"> • Data Based Practice • Teacher Subject Teams • PLTs • Skilled Workforce Pathways • Leadership/Aspirant Program | <p>Progress achieved</p> <p>Significant progress achieved</p> <p>Significant progress achieved</p> <p>Significant progress achieved</p> <p>All targets achieved</p> |

| | | |
|---|--|---|
| Senior Schooling | <ul style="list-style-type: none"> • OP • SATE • Alignment Y7-Y12 | Significant progress achieved |
| Reading, Writing, Numeracy | <ul style="list-style-type: none"> • NMS • Upper 2 Bands • Value Adding | Progress achieved |
| Teaching and Learning | <ul style="list-style-type: none"> • Pedagogy • Relationships | Significant progress achieved |
| Analysis and Discussion of Data | <ul style="list-style-type: none"> • College Data Plan/Class Dashboards/Data Driven Decisions • Data Literate Staff • Attendance • PLP2 Reflection Cycle • Data Sets – School Audits; QSR; Independent Reviews; Staff Feedback; School Opinion Survey • Data Triangulation for Improved Pedagogy | <p>Progress achieved</p> <p>Progress achieved</p> <p>Progress achieved</p> <p>Progress achieved</p> <p>Progress achieved</p> <p>Progress achieved</p> |
| A Culture that Promotes Learning | <ul style="list-style-type: none"> • Innovation Programs • Staff Wellbeing • Student Wellbeing and Career Pathways • Diverse Student Needs • Assessment Culture • Collaboration – Student/Teacher | <p>Significant progress achieved</p> <p>Progress achieved</p> <p>Progress achieved</p> <p>Targets met</p> <p>Significant progress achieved</p> <p>Targets met</p> |

| | | |
|--|---|-------------------------------|
| | <ul style="list-style-type: none"> • International Student Program | Significant progress achieved |
| | <ul style="list-style-type: none"> • PLT's | Targets met |
| | <ul style="list-style-type: none"> • Profession Development Plans | Progress achieved |
| | <ul style="list-style-type: none"> • Explicit Instruction | Significant progress achieved |
| | <ul style="list-style-type: none"> • Pedagogical Framework – ASOT | Significant progress achieved |
| | <ul style="list-style-type: none"> • Beginning Teachers Program/Staff Induction | Progress achieved |
| | <ul style="list-style-type: none"> • Junior Secondary; Senior Secondary Philosophy | Progress achieved |
| | <ul style="list-style-type: none"> • PBL | Progress achieved |

Future Outlook

2018 EXPLICIT IMPROVEMENT AGENDA

| Focus | 2018 College Priorities | Improvement Strategies and Actions | Success Criteria/Targets | Timelines |
|---|--|--|---|-----------|
| 1. Senior School – S.A.T.E. / O.P. / alignment of our Junior Secondary with Senior Secondary. | | <ul style="list-style-type: none"> • Implementation of a senior curriculum that is responsive to student needs and community expectations | <ul style="list-style-type: none"> • 100% of year 11 students participate in Academic and Vocational pathways | Term 1 |
| Learning and Achieving | Successful Learners supported to achieve learning goals and targets | <ul style="list-style-type: none"> • Comprehensive professional development to support the implementation of our inaugural and final OP cohort. | <ul style="list-style-type: none"> • 100% provision of required resources | Ongoing |
| | Evidenced Informed Improvement – Data Literate Staff | <ul style="list-style-type: none"> • Comprehensive professional development to support the implementation of the SATE system | <ul style="list-style-type: none"> • 100% of senior trained teaching staff engaged in professional development | Ongoing |
| | | <ul style="list-style-type: none"> • Development and implementation of | <ul style="list-style-type: none"> • 100% of students tracked to ensure attainment of QCE | Ongoing |
| | | | <ul style="list-style-type: none"> • 100% of senior trained teaching | Ongoing |

| | | | | |
|---|-----------------------------|--|--|---|
| | | <p>OP systems and processes</p> <ul style="list-style-type: none"> • Developing systems and processes for the reform of the new senior curriculum • Creating a 'line of sight' via the junior secondary and senior secondary curriculum • Implementation of data analysis suite of tools to facilitate tracking and interventions for students in year 7 to 12. | <p>staff engaged in professional development; Continued review and training in Vocational Education Training requirements</p> <ul style="list-style-type: none"> • All senior staff trained in monitoring and verification processes; TrackEd to be utilised to monitor and support student pathways • Evidence of future-proofing existing OP systems and processes to meet SATE requirements • 100% of year 7 – 12 students engaged in Jet Set GO focusing on digitised personal learning pathways. Implementation of data analysis tools to facilitate tracking and interventions for students • Whole college alignment of Junior and Senior programs supporting and aligning students in curriculum, assessment, intervention and wellbeing | <p>Term 1 – Ongoing</p> <p>Term 1 – Ongoing</p> <p>Term 1 - Ongoing</p> <p>Term 1 - Ongoing</p> |
| 2. Teaching & Learning – Relationships & Pedagogy | Expert teaching team | <ul style="list-style-type: none"> • Comprehensive program of targeted professional development e.g. A.S.O.T., H.O.T. skills, e-Learning, relationships | <ul style="list-style-type: none"> • 100% of teaching staff engage in professional development, observational feedback and walk throughs | Term 1 – Ongoing |

| | | | | |
|--|---|--|---|---|
| <p>Valuing our Teachers and Staff – A Skilled Professional Workforce</p> | <p>Differentiated teaching and learning</p> <p>Collaborative, student centred pedagogy</p> <p>Innovative pedagogical approaches e.g. digital learning / year 7 teams</p> <p>Creating positive relationships and a culture of learning</p> | <ul style="list-style-type: none"> • Cross-faculty Professional Learning Teams (PLTs) targeting observations, feedback and coaching • Implementation of the Whole College Data Policy to inform teaching practice e.g. Dashboard, TrackEd, standardised and diagnostic testing • Continuation of BYOx and e-Learning strategy • Implementation of PBL and wellbeing strategies to further develop the Junior and Secondary College culture | <ul style="list-style-type: none"> • 100% of teaching staff engaged in Professional Learning Teams • 100% teaching staff completing One School Class Dashboard; • 100% staff knowledgeable and utilise standardised and diagnostic testing to ensure individual student differentiation • Review of student engagement with BYOx and I.T.; Staff, Student and Parent School Opinion Survey data • 100% of staff engage with Tier 1 PBL | <p>Ongoing</p> <p>Term 1 – Ongoing</p> <p>Term 1; Term 2; Term 3; Term 4</p> <p>Ongoing</p> |
| <p>3. Literacy and Numeracy</p> <p>Whole School Improvement, High Expectations, High Outcomes</p> | <p>Literacy & Numeracy – Writing, Reading, Numeracy, U2Bs and NMS</p> | <ul style="list-style-type: none"> • Across College professional development for staff, utilising triangulated data from standardised and diagnostic testing. • The development and implementation of a rigorous writing program – Write that Essay; Writing on Demand. • The development and implementation of a rigorous reading program that targets data deficits in student | <ul style="list-style-type: none"> • 100% of teaching and teacher aide staff provided with professional development in Tactical Reading • Evidence and review of program implementation • Evidence and review of program implementation | <p>Ongoing</p> <p>Term 1 - Ongoing</p> <p>Term 1 - Ongoing</p> |

| | | | | |
|--|--|--|--|-------------------------|
| | | <p>performance – Tactical Reading.</p> <ul style="list-style-type: none"> • Implementation of whole of college Numeracy Plan embedding Maths Pathway to differentiate teaching and learning in year 7-9 | <ul style="list-style-type: none"> • Evidence of whole of College plan and review of whole of College numeracy policy | <p>Term 1 - Ongoing</p> |
|--|--|--|--|-------------------------|

Our School at a Glance

School Profile

| | |
|--|------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | Yes |
| Year levels offered in 2017: | Year 7 - Year 10 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 306 | 139 | 167 | 9 | 93% |
| 2016 | 485 | 219 | 266 | 24 | 90% |
| 2017 | 685 | 327 | 358 | 30 | 90% |

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

Burpengary State Secondary College's student body reflects the community that surrounds the school. In broad terms students come from a mix of rural and urban areas, a small number of students are from culturally diverse backgrounds and a number are students with diverse needs.

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 | 21 | 20 | 23 |
| Year 11 – Year 12 | | | |

Curriculum Delivery

Our Approach to Curriculum Delivery

Burpengary State Secondary College engages with parents/carers and the local community through a number of platforms, including college events, College Website, information sharing through emails, newsletters and social media and through encouraging meaningful contact between teachers and parents. Parents and the wider community participate in school events throughout the year. Teachers continue to build strong connections with parents/carers, who are invited to attend Connect sessions for academic support and are considered partners in the education of students.

Established processes and an inclusive culture at Burpengary ensure equitable access to education for students with diverse needs. Individual programs are developed in consultation with parents. A co

teaching model is currently being implemented as a best-practice model for inclusive education. Students with diverse needs are supported by specialist teachers in mainstream classes to enable access to appropriate curriculum.

Co-curricular Activities

- The BSSC Masterclass in Creative Writing published a collection of short stories on the topic of Mystery, with cover art designed by Masterclass students.
- The Burpengary Bugle published the school's inaugural quarterly student magazine.
- All students experienced a session with Australian author Nick Earls during the College celebration of Book Week.
- International school accreditation, multiple successful homestay and school visits.
- ANZAC and Remembrance Day were hugely successful, building on the already glowing reputation of the tradition
- Students participated in the college Inaugural Kokoda challenge 4 teams were entered
- Students participating in Dance and Drama troupe
- Participation in dance eisteddfods
- PULSE (Primary United Learning in Science and Engineering) has continued to grow and gain popularity within the community. The PULSE partnership continues with Burpengary and Burpengary Meadows State Schools.
- Further development of the college's innovation programs in the Arts, Sport, Community Leadership, and Science, Engineering and Robotics continued to occur.
- Student athletes continued to achieve outstanding outcomes at a number of district, regional, state and national events
- Students in year 10 participated and won the ROBOCUP junior competition
- Students were placed 6th in the State Final of the Science and Engineering
- Developed a relationship with Gateway schools AEROSPACE and Industry
- Innovative design and manufacture of CO2 cars and display cases in Year 9ITS
- The Step-up Program in partnership with Bray Park PCYC for students with diverse needs
- Student Diversity students participated in the Bunnings Project with a focus on growing and cooking with fresh produce in partnership with Bunnings at Morayfield
- Student Diversity students were involved a fundraising process for Cure for Cancer

How Information and Communication Technologies are used to Assist Learning

The college has a strong focus on utilising information technologies as part of learning. All classrooms are fitted with interactive data projectors and students can access computers, laptops and iPads to enhance learning within the classrooms or at lunchtimes.

- BYOx was implemented to support the growing needs within the classroom. Learning management systems were implemented and reviewed.
- Junior Secondary became the focus for the BYOx program
- Digital literacy was improved through small group workshops and professional development for staff.
- A long term strategic plan was further developed in alignment with the college's 4 year strategic plan
- Emerging and evolving technologies were acquired to further develop U2B student capabilities.

Social Climate

Overview

Burpengary State Secondary College has an inclusive, caring and supportive social climate. The College has been founded on the clear values of Respect, Courage & Excellence, which is continually reinforced throughout the curriculum and wider College structures.

Through the Essential Life Skills Program, students explore and learn lifelong skills as they complete the College's Wellbeing & Resilience Program. Positive Behaviour is promoted through a whole



College reward system. Student successes are publically celebrated, the College has established a vibrant extra-curricular program and excursion program.

Positive Behavior for Learning continues to be the foundation for improving student behavior in 2017. Additional support programs are delivered in partnership with local service providers and include the Rock & Water Program and Team Up.

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) | 92% | 80% | 71% |
| this is a good school (S2035) | 92% | 78% | 71% |
| their child likes being at this school* (S2001) | 96% | 89% | 82% |
| their child feels safe at this school* (S2002) | 92% | 74% | 73% |
| their child's learning needs are being met at this school* (S2003) | 79% | 72% | 68% |
| their child is making good progress at this school* (S2004) | 83% | 76% | 68% |
| teachers at this school expect their child to do his or her best* (S2005) | 91% | 89% | 91% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 91% | 83% | 71% |
| teachers at this school motivate their child to learn* (S2007) | 83% | 74% | 77% |
| teachers at this school treat students fairly* (S2008) | 82% | 77% | 76% |
| they can talk to their child's teachers about their concerns* (S2009) | 92% | 87% | 77% |
| this school works with them to support their child's learning* (S2010) | 88% | 81% | 68% |
| this school takes parents' opinions seriously* (S2011) | 74% | 74% | 68% |
| student behaviour is well managed at this school* (S2012) | 77% | 67% | 64% |
| this school looks for ways to improve* (S2013) | 100% | 87% | 76% |
| this school is well maintained* (S2014) | 95% | 100% | 95% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 95% | 84% | 85% |
| they like being at their school* (S2036) | 95% | 81% | 82% |
| they feel safe at their school* (S2037) | 93% | 86% | 87% |
| their teachers motivate them to learn* (S2038) | 95% | 91% | 77% |
| their teachers expect them to do their best* (S2039) | 100% | 94% | 97% |
| their teachers provide them with useful feedback about their school work* (S2040) | 88% | 88% | 83% |
| teachers treat students fairly at their school* (S2041) | 86% | 72% | 69% |
| they can talk to their teachers about their concerns* (S2042) | 75% | 59% | 68% |
| their school takes students' opinions seriously* (S2043) | 85% | 68% | 70% |
| student behaviour is well managed at their school* (S2044) | 65% | 59% | 49% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree [#] that: | 2015 | 2016 | 2017 |
| their school looks for ways to improve* (S2045) | 96% | 88% | 90% |
| their school is well maintained* (S2046) | 89% | 87% | 78% |
| their school gives them opportunities to do interesting things* (S2047) | 95% | 94% | 88% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree [#] that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 100% | 98% | 93% |
| they feel that their school is a safe place in which to work (S2070) | 97% | 93% | 98% |
| they receive useful feedback about their work at their school (S2071) | 97% | 91% | 91% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 76% | 81% | 87% |
| students are encouraged to do their best at their school (S2072) | 100% | 95% | 100% |
| students are treated fairly at their school (S2073) | 97% | 88% | 93% |
| student behaviour is well managed at their school (S2074) | 90% | 63% | 84% |
| staff are well supported at their school (S2075) | 94% | 84% | 89% |
| their school takes staff opinions seriously (S2076) | 93% | 86% | 91% |
| their school looks for ways to improve (S2077) | 97% | 93% | 95% |
| their school is well maintained (S2078) | 100% | 88% | 96% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 100% | 93% |

* Nationally agreed student and parent/caregiver items

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

The P&C plays a key role in providing support and direction in relation to many of the college's policy and procedures. Fundraising and supporting the college in developing the College's improvement plan enables parents/carers and community members to provide direct input into the college's strategic direction.

The School Council which was formed in 2016 provides strategic support to the college and provides a focus on the college's explicit improvement agenda. Parents/carers and staff are represented on the school council providing a holistic perspective on the future of the college's strategic direction.

Students are well represented through Strategic Principal Access Representative (SPAR) meetings enabling students to reflect with the Principal on day to day college life and issues that impact on student life at the college.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

Burpengary State Secondary College has a strong commitment to both staff and student wellbeing. In terms of staff wellbeing, the school has implemented an induction program for all teachers new to the school. Line Managers are assigned to a small group of staff and regular meetings offer staff members the opportunity for support and direction. The staff social club and wellbeing committee endeavour to create a culture where staff members feel connected to each other.

At a whole-school level, all students in the College participate in a social and emotional learning program known as Essential Life Skills (ELS). The program covers a range of topics suitable to the developmental stage of that year level. The ELS program is designed to teach students about respectful relationships and conflict resolution. The prevention of domestic and family violence and strategies for seeking help in the case of domestic issues are covered as part of ELS. The promotion of respect and tolerance for all students, regardless of their minority group status (e.g. LGBTIQ+, different cultural background) is embedded throughout the program. The ELS program also complements areas of interest covered in the Health and Physical Education curriculum.

At a small group level, selected BSSC student participate in programs designed to target a particular need. The College offers programs intended to increase leadership skills, emotion-management, self-esteem and conflict resolution. At an individual level, students who are in need of support and guidance in terms of social and emotional wellbeing have the opportunity to elect to be involved in individual sessions with key College staff members (e.g. Guidance Officer).

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 | 178 | 162 | 277 |
| Long Suspensions – 11 to 20 days | 2 | 5 | 8 |
| Exclusions | 4 | 3 | 6 |
| Cancellations of Enrolment | 0 | 0 | 0 |

Environmental Footprint

Reducing the school's environmental footprint

Burpengary State Secondary College is managed as a Public Private Partnership (PPP). Private contractors who manage the facilities, endeavor to recycle waste, use cleaning products that are all environmentally friendly and signage that reinforces the turning off of lights, minimizing water usage and on a monthly basis facility management audits are conducted.

As a PPP School the facilities are equipped with a Building Management System.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | | |
| 2015-2016 | 255,614 | |
| 2016-2017 | 354,896 | |

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

GO

Sector:

Government

Non-government

SEARCH

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 | 54 | 22 | 0 |
| Full-time Equivalent | 53 | 15 | 0 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 1 |
| Masters | 8 |
| Graduate Diploma etc.** | 14 |
| Bachelor degree | 30 |
| 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 \$57,365.00

The major professional development initiatives align with the College's strategic school improvement priorities. This included:

- TAFE – VET Training and Assessment
- Literacy
- Numeracy
- Beginning Teachers Connect
- 360° Facilitated Feedback Programs
- Aspirants Workshops
- First Aid Training
- Senior Training Programs
- WH&S
- Coaching
- Conferences
- Essential Skills for Classroom Management
- Mental Health First Aid
- Excel – Spread sheeting
- International Schools Facilitation
- QCS
- NCCD – National Consistent Collection of Data
- QCAA - SATE
- One School Training
- PBL – Positive Behaviour for Learning
- Write That Essay
- ASOT – Art and Science of Teaching

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. | 97% | 96% | 95% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2017.

Performance of Our Students

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). | 92% | 88% | 88% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 86% | 88% | 80% |

*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%.

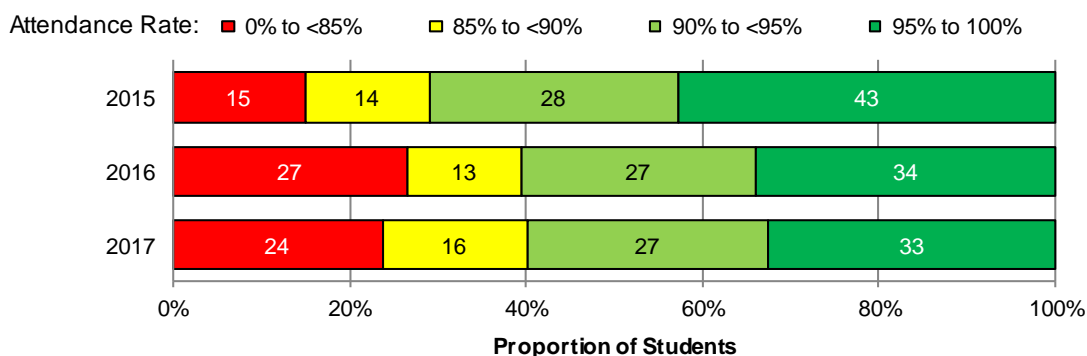
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8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

*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

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.

Burpengary State Secondary College is committed to providing a safe and supportive learning environment for all students, and expects all students to attend every lesson every day. The College uses a variety of procedures to promote and enforce the "Every Day Counts" Policy. Burpengary State Secondary College completes its attendance rolls through the IDAttend Software Package. This allows staff to see images of their students and to track any attendance inconsistencies.

Our Attendance Officer manages the recording of student absences, monitors and identifies patterns of unexplained absences and facilitates the enquiry process into the unsatisfactory attendance which is led by the Wellbeing Team. Parents are expected to contact the College with an acceptable reason.

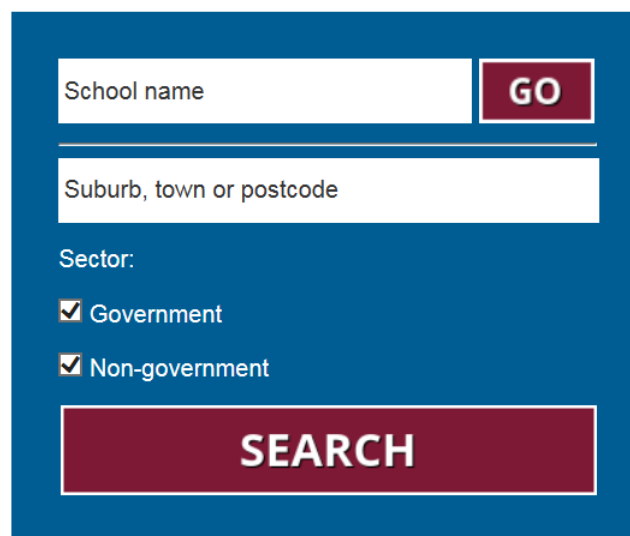
if their child will be absent. Parents of all absent students will receive an SMS notification on the morning the absence occurs. This is followed up with an email or letter if no contact has been made with reason. Parents of students with inconsistent attendance, are invited to meet with College staff to identify solutions, address and create a plan to improve attendance. Where appropriate the College follows the established process for enforcing parental obligation in regard to enrolment, attendance and compulsory participation.

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



School name

Suburb, town or postcode

Sector:

Government

Non-government

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.

| 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 | | | |
| 2016 | | | |
| 2017 | | 7 | |

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

The Certificate II in Horticulture was completed by seven students on campus in 2017. BSSC worked in auspice with Churchill Education as the external RTO.

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.

29 Yr10 students left in 2017:

- 11 Alternative State Queensland Secondary School
- 8 Alternative Non-State Queensland Secondary School
- 2 Unknown Destination
- 2 Full time VET Further Education Training
- 2 Interstate
- 2 Cancellation of Enrolment/Exclusion
- 1 Overseas
- 1 Home-schooling