



Burpengary State Secondary College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

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. In 2017, the College will welcome students from year 7 through to year 10. The current enrolment is over 690 students. 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 state of the art student and teacher facilities ensure learning is the central focus for all college participants. The school's vision 'Innovative Learning in a Global Community' is a foundation to the school's philosophy that young people need an education that allows them to 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 to compete in a global workforce. 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 2018

2018 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 	<p>Progress achieved</p> <p>Progress achieved</p>

	<ul style="list-style-type: none"> • Student Centred Learning • High Reliability Schools • Australasian Schools Accreditation Association 	<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>Significant progress achieved</p> <p>All targets 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 	<p>Significant progress achieved</p>
Reading, Writing, Numeracy	<ul style="list-style-type: none"> • NMS • Upper 2 Bands • Value Adding 	<p>Progress achieved</p>
Teaching and Learning	<ul style="list-style-type: none"> • Pedagogy • Relationships 	<p>Significant progress achieved</p>
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 	<p>Progress achieved</p> <p>Progress achieved</p> <p>Progress achieved</p> <p>Progress achieved</p> <p>Progress achieved</p>

	Improved Pedagogy	Progress achieved
A Culture that Promotes Learning	• Innovation Programs	Significant progress achieved
	• Staff Wellbeing	Progress achieved
	• Student Wellbeing and Career Pathways	Progress achieved
	• Diverse Student Needs	Targets met
	• Assessment Culture	Significant progress achieved
	• Collaboration – Student/Teacher	Targets met
	• International Student Program	Targets met
	• PLT's	Targets met
	• Profession Development Plans	Targets met
	• Explicit Instruction	Significant progress achieved
	• Pedagogical Framework – ASOT	Significant progress achieved
	• Beginning Teachers Program/Staff Induction	Progress achieved
	• Junior Secondary; Senior Secondary Philosophy	Progress achieved
	• PBL	Progress achieved

Future outlook

2019 EXPLICIT IMPROVEMENT AGENDA

FOCUS	2019 REGIONAL PRIORITIES	IMPROVEMENT STRATEGIES	SUCCESS INDICATORS & TARGETS	TIMELINES
SYSTEMATIC CURRICULUM DELIVERY	Senior School – S.A.T.E. / O.P.	<ul style="list-style-type: none"> Established curriculum team and action plan implemented Implementation of a senior curriculum that is responsive to student needs and community expectation Comprehensive professional development to support the implementation of our inaugural and final OP cohort. Comprehensive professional development to support the implementation of the New QCE system and VET 	<p>100% achieve an OP 1 – 15</p> <p>100% Year 11s complete a VET qualification (New QCE cohort)</p> <p>100% Year 12 students complete their VET qualification (OP cohort)</p> <p>100% university bound students get a university offer</p>	<p>Term 1</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
	Alignment of our Junior Secondary with Senior Secondary.	<ul style="list-style-type: none"> Implementation of OP systems and processes 	<p>100% completion of curriculum documentation and assessments in line with the BSSC Curriculum Policy.</p> <p>100% of assessment completed in line with the BSSC Assessment Policy</p>	<p>Term 1</p>
ANALYSIS AND DISCUSSION	Literacy and Numeracy	<ul style="list-style-type: none"> Developing systems and processes for the reform of the new senior curriculum Development and implementation of JCE 	<p>Evidence of Whole School Curriculum Plan which supports student in content, process and skills required in Senior Schooling</p>	<p>Throughout 2019</p>
	Teaching & Learning Relationships & Pedagogy	<ul style="list-style-type: none"> Creating a 'line of sight' via the junior secondary and senior Secondary curriculum Termly parent/carer information meetings Developing systems and processes for the new senior curriculum including curriculum development, internal endorsement and confirmation Mapping of literacy and numeracy across junior secondary curriculum Designated lessons focused on literacy and numeracy targeted improvement The development and implementation of a rigorous writing program across the college – Write that Essay; Writing on Demand; The development and implementation of a rigorous reading program that targets data deficiencies in student performance 	<p>100% provision of required resources</p> <p>100% of senior trained teaching staff engaged in professional development</p> <p>Evidence of future proofing existing OP systems and process to meet SATE requirements</p> <p>95% students complete units 2, 3, and 4 in the same course</p>	<p>Ongoing</p> <p>Ongoing</p>
	Senior School – S.A.T.E. / O.P.	<ul style="list-style-type: none"> Established data team and action plan implemented 	<p>Senior staff trained in monitoring and verification processes; TrackEd to be utilised to monitor and support student pathways</p>	<p>Term 1</p>
	Alignment of our Junior Secondary with Senior	<ul style="list-style-type: none"> Implementation of data analysis suite of tools to facilitate tracking and interventions for students in 		

OF DATA	<p>Secondary.</p> <p>Teaching & Learning Relationships & Pedagogy</p> <p>Literacy and Numeracy</p>	<p>year 7 to 12.</p> <ul style="list-style-type: none"> •Senior Student data review meetings with Principal, Deputy Principal, Senior School HOD and Curriculum HODs •Review and implementation of the Whole College Data Policy to inform teaching practice •Established data team •Focus on next step with data through the implementation of data placemats. •Data informed differentiated pedagogical adjustments •Data literacy across all staff at the college •Data informed collegial conversations both within and outside the classroom concentrating on individual student improvement and relative gain •Regular data cycles to ensure targeted approach to student improvement in literacy and numeracy •Focused intervention through coaches for just below U2B and U2B students •Data based focus group literacy to ensure improvement of at and below NMS •Positive Behaviour for Learning (PBL) uses data based decision making •Student support tracking that is focused on supportive actions •Valuing parent voice and feedback 	<p>100% of at risk students mentored to ensure meeting of targets</p> <p>100% of year 7 – 12 teachers and HODs utilise TrackEd data for analysis, differentiation and intervention to improve student outcomes</p> <p>100% of school leaver’s destination data obtained and recorded in College Alumni database</p> <p>100% teaching staff completing Data placemats</p> <p>Implemented data policy that has a next step with data focus</p> <p>100% staff differentiating for individually targeted students as per their placemats</p> <p>100% staff involved in lesson observation feedback, walk throughs, data based line management conversations and peer to peer data based conversations</p> <p>Data cycles established, gaps for improvement communicated to staff and students.</p> <p>100% of data placemats are utilising literacy and numeracy data to differentiate in the classroom</p> <p>Improvement in U2B in all areas of NAPLAN</p> <p>Tracking documents and data cycle established and regularly communicated to staff</p> <p>>65% of parents partake in the school opinion survey</p>	<p>Ongoing</p> <p>Term 4</p> <p>Term by Term</p> <p>Ongoing</p> <p>Ongoing</p> <p>May 2019</p> <p>Ongoing</p> <p>August 2019</p>
A CULTURE THAT PROMOTES LEARNING	<p>Senior School – S.A.T.E. / O.P.</p> <p>Alignment of our Junior Secondary with Senior Secondary.</p>	<ul style="list-style-type: none"> •Establish Culture Team and action plan implemented •Positive Behaviour for Learning (PBL) •Essential Skills for Classroom Management (ESCM) 	<p>95% attendance for Year 11 and Year 12 cohorts</p> <p>100% students return completed Senior School Agreement</p>	<p>Ongoing</p> <p>Term 1</p>

	<p>Teaching & Learning Relationships & Pedagogy</p> <p>Literacy and Numeracy</p>	<ul style="list-style-type: none"> •Implementation of College Assessment Policy and Curriculum Policy •Enhanced career education and student reflective practice for learning pathway via JET planning (Y7-9), SET planning & QCAA Career Education short Course (Y10), Cert II Skills For Work (Y11-12) •Attendance Action Plan – tracking students through regular communication and the Enforcement of Attendance process. Proactive attempts on JS assemblies and end of term celebrations to improve attendance •Deliver a New, Beginning and Pre-service Teacher induction program – continual mentoring with a differentiated induction program with an explicit induction program for new staff •Build Student Leadership – Parliamentarians and SPAR leadership teams •Whole School Approach to Inclusion – Equity for all students. •Innovations – differentiated teaching and learning to extend our brightest kids •Annual Professional Development Plans – PDPs to ensure the development of staff wellbeing and capability •Junior Secondary Culture – Junior Certificate of Education, assemblies, celebrations •21st Century Skills - eLearning and the BYOx agenda – leveraging digital, eLeads and continual PD sessions with the growth of the Oracle and Class OneNote •Student Support – Student Support Tracking Meetings - tracking Red, Orange and Green at-risk students (attendance and behaviour) •Community Challenge – Snakes, Scorpions, Eagles and Sharks... Building our “Communities Culture” – Continual scoreboards with all activities filtering through to the Community Cup Challenge 	<p>100% of staff engage in professional conversations, observational feedback and walk throughs</p> <p>All teaching staff engaged in Professional Learning Teams</p> <p>Academic Achievement Data – Semester 1 and 2 - <i>see Culture Action Plan</i></p> <p>Effort Achievement Data – Semester 1 and 2 - <i>see Culture Action Plan</i></p> <p>PBL SET Data – Semester 2 2019 – <i>see Culture Action Plan</i></p> <p>PBL EBS Data – Semester 1 and 2 2019 - <i>see Culture Action Plan</i></p> <p>Whole School SDAs/Referrals – Semester 1 and 2 2019 - <i>see Culture Action Plan</i></p> <p>School Opinion Survey Staff - 2019 - <i>see Culture Action Plan</i></p> <p>School Opinion Survey Students – 2019 - <i>see Culture Action Plan</i></p> <p>School Opinion Survey Parents – 2019 - <i>see Culture Action Plan</i></p> <p>Whole School Rewards System – Bupries - <i>see Culture Action Plan</i></p> <p>Student attendance at CONNECT - <i>see Culture Action Plan</i></p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
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Our school at a glance

School profile

Coeducational or single sex	Co-educational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 11

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	485	685	886
Girls	219	327	411
Boys	266	358	475
Indigenous	24	30	45
Enrolment continuity (Feb. – Nov.)	90%	90%	88%

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

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

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	20	23	24
Year 11 – Year 12			15

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

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-10 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

Senior Schooling Highlights:

- BSSC became a registered RTO
- FSK20113 Certificate II in Skills for Work and Vocational Placement and ICA10111 Certificate I in Information, Digital Media and Technology courses have been added to our scope and are ready for teaching in 2019
- All staff have engaged successfully with the New QCE system

Faculty Highlights:

- Premiere's Reading Challenge
- Book Week
- Introduction of senior subjects in Engineering, Design and Building and Construction
- Students engaged in medieval games, wearing Japanese traditional makeup, playing traditional Egyptian instruments, and participating in simulations that help students understand the horrors of war
- Business students participated in a variety of authentic workshops supporting entrepreneurial skills
- Murrumba Downs Mathematics Tournament
- Instrumental Music – Fanfare 2018 Gold Award – String Ensemble; Silver Award – Concert Band; Many similar schools strive for the elusive "Gold Award" for many years. To achieve Gold and Silver Awards at this early stage of our Instrumental Music journey is a credit to our students and our instructors Mrs Jones and Mrs Jarvela.
- Arts students engaged in Assembly performances, Awards night performances, Primary School Pantomime, Tech Crew, individual Arts nights and events for Dance, Drama, Music, College mural and artworks, lunch time concerts, Eisteddfods and competitions
- Student Support Breakfasts
- Introduction of Aerospace systems in Year 11
- Year 9 and 10 STEM elective subject
- Became a gateway school to Aviation
- Successful Positive Behaviour for Learning (PBL) Rewards Day
- Induction and mentoring of new staff
- Opening of the Senior Hospitality Café to staff and students
- Livit Camp at Royal Pines Resort Gold Coast
- Representative Sport – 3rd Place Overall at PRDSS Carnival
- International function delivery for 130+ people by BSSC Year 10 and 11 Hospitality.
- Early Childcare student placement in various local Childcare Centres
- Sports Awards assembly with guest speaker Tristram Peters

Student Diversity Highlights:

- ICAN mentoring program was a huge success with positive student outcomes for our ASD students
- HOPE Church volunteer program
- The Lighthouse program enabling the College to cater for disengaged students

Innovation Programs:

- Participate in Moreton Bay STEM Fest, Science in Engineering Challenge, Brisbane Science Festival, made Camembert for RNA Food and Wine Show

- Collaboration with Industry Partners has seen our Robotics Competitions team combine CAD Modelling, 3D Printing and gate based coding to design and develop an autonomous rescue rover.
- Business skills and drone technology were combined by 3 of our year 10 girls when they launched their own entrepreneurial venture earlier in the year. The girls established the BSSC Drone Flight School which has run workshops with international visitors and junior students and is set to engage with local primary schools in 2019.
- Arts Innovations groups continue to grow in size, in particular Drama Troupe. Collaborations with professional Theatre organisations such as The Scene Project offer students the highest level of instruction, which guides student performances.
- Magical Mystery Bus Tour
- Sports Innovation – Kokoda Challenge and partnership with Moreton All Body Care

International Student Program:

The international program at Burpengary State Secondary College is made up of four components. The first is short term study tours. In 2018, we hosted tours from Taiwan and Japan. Tours range from 4 days to 2 weeks in duration with approx. 20 students at a time. The second is the International Student Program, this differs from the study tours as International students are enrolled in our college for a term up to three years.

Our College is responsible for homestay for all international students. Throughout the school year, we also host Education Queensland International Agents for a school tour, information session and morning tea or lunch.

Another component is the Professional Visits. A professional visit is for teachers from across the world who attend our college for one or two days.

Professional Visits for teachers from:

China

Thailand

Japan

Hong Kong

Myanmar

Taiwan

Saudi Arabia

India

Study Tours for international students from:

Taiwan

Japan

How information and communication technologies are used to assist learning

The College has a strong focus on utilising information technologies to support and enhance student and staff 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 has continued to grow and is supported by a wide range of learning management systems and support mechanisms
- eLearning is a key focus across all year levels with each department utilising various digital technologies to support and enhance the already rigorous curriculum.
- Digital literacy was improved through small group workshops and whole school professional development for staff.
- The College's eLearning strategic plan has continued to drive progress and innovation with new and emerging technologies.
- Professional teams have been established in line with the College's strategic plan to provide long term line of sight with IT & eLearning agendas.

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

Positive Behaviour for Learning continues to be the foundation for improving student behaviour in 2019. 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

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)	80%	71%	85%
• this is a good school (S2035)	78%	71%	83%
• their child likes being at this school* (S2001)	89%	82%	92%
• their child feels safe at this school* (S2002)	74%	73%	92%
• their child's learning needs are being met at this school* (S2003)	72%	68%	79%
• their child is making good progress at this school* (S2004)	76%	68%	75%
• teachers at this school expect their child to do his or her best* (S2005)	89%	91%	93%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	83%	71%	80%
• teachers at this school motivate their child to learn* (S2007)	74%	77%	85%
• teachers at this school treat students fairly* (S2008)	77%	76%	76%
• they can talk to their child's teachers about their concerns* (S2009)	87%	77%	94%
• this school works with them to support their child's learning* (S2010)	81%	68%	88%
• this school takes parents' opinions seriously* (S2011)	74%	68%	70%
• student behaviour is well managed at this school* (S2012)	67%	64%	52%
• this school looks for ways to improve* (S2013)	87%	76%	81%
• this school is well maintained* (S2014)	100%	95%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	84%	85%	80%
• they like being at their school* (S2036)	81%	82%	71%
• they feel safe at their school* (S2037)	86%	87%	76%
• their teachers motivate them to learn* (S2038)	91%	77%	74%

Percentage of students who agree# that:	2016	2017	2018
• their teachers expect them to do their best* (S2039)	94%	97%	90%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	83%	75%
• teachers treat students fairly at their school* (S2041)	72%	69%	64%
• they can talk to their teachers about their concerns* (S2042)	59%	68%	59%
• their school takes students' opinions seriously* (S2043)	68%	70%	62%
• student behaviour is well managed at their school* (S2044)	59%	49%	38%
• their school looks for ways to improve* (S2045)	88%	90%	74%
• their school is well maintained* (S2046)	87%	78%	56%
• their school gives them opportunities to do interesting things* (S2047)	94%	88%	74%

* 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)	98%	93%	91%
• they feel that their school is a safe place in which to work (S2070)	93%	98%	95%
• they receive useful feedback about their work at their school (S2071)	91%	91%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	87%	76%
• students are encouraged to do their best at their school (S2072)	95%	100%	93%
• students are treated fairly at their school (S2073)	88%	93%	88%
• student behaviour is well managed at their school (S2074)	63%	84%	53%
• staff are well supported at their school (S2075)	84%	89%	70%
• their school takes staff opinions seriously (S2076)	86%	91%	66%
• their school looks for ways to improve (S2077)	93%	95%	84%
• their school is well maintained (S2078)	88%	96%	89%
• their school gives them opportunities to do interesting things (S2079)	100%	93%	89%

* 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 education 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

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	162	277	342
Long suspensions – 11 to 20 days	5	8	4
Exclusions	3	6	6
Cancellations of enrolment	0	0	5

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 this school's environmental footprint

Burpengary State Secondary College is managed as a Public Private Partnership (PPP). Private contractors who manage the facilities, endeavour 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.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	255,614	354,896	393,744
Water (kL)			

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.

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.

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	74	30	<5
Full-time equivalents	73	20	<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	1	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	6	
Graduate Diploma etc.*	13	
Bachelor degree	19	
Diploma	6	
Certificate	5	

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$63,086.39.

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 - Workplace Health & Safety
- Coaching
- Conferences
- Essential Skills for Classroom Management
- Mental Health First Aid
- Excel – Spread sheeting
- International Schools Facilitation
- QCS - Qld Core Skills
- 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 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%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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	88%	88%	88%
Attendance rate for Indigenous** students at this school	88%	80%	86%

* 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			

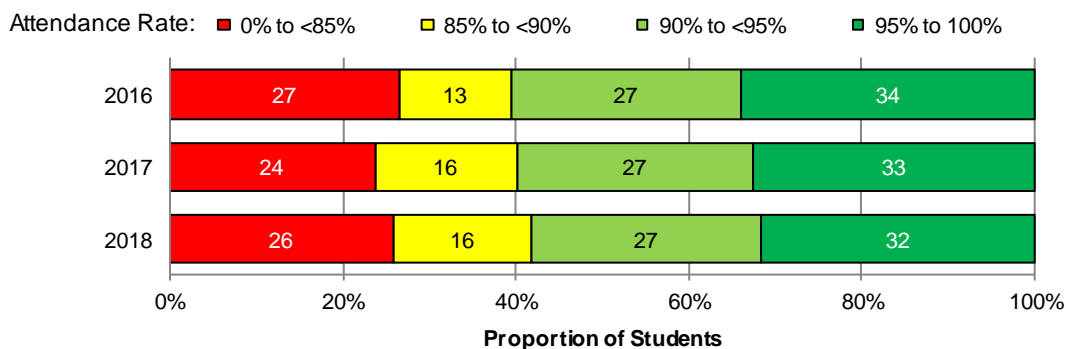
Year level	2016	2017	2018
Year 7	90%	90%	91%
Year 8	88%	87%	88%
Year 9	88%	87%	86%
Year 10		88%	86%
Year 11			89%
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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.

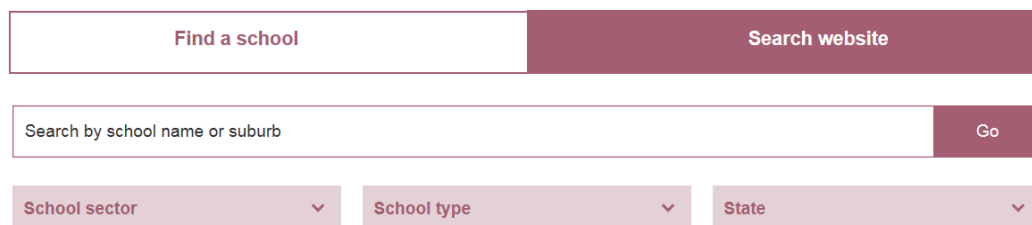
Our Attendance Officer manages the recording of student absences, monitors and identifies patterns of unexplained absences and facilitates the enquiry process into the unsatisfactory attendance which is led by the Wellbeing Team. Parents are expected to contact the College with an acceptable reason if 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 NAPLAN tests are available via the [My School](#) website.

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.



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](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	0	0	
Certificate II	0	0	21
Certificate III or above	0	0	2

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).

Students have completed the following Certificates in 2018:

CHC2205 Certificate II in Community Services

HLT23215 Certificate II in Health Support Services

HLT3315 Certificate III in Health Services Assistance

SIS30315 Certificate III in Hospitality

Certificate II Horticulture

Apparent retention rate – Year 10 to Year 12

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, or 11 are described below.

34 - Year 10 and

28 - Year 11 students

These students moved to various destinations listed below:

- Alternative State Queensland Secondary School

- Alternative Non-State Queensland Secondary School

- Unknown Destination

- Full time VET Further Education Training

- Interstate

- Cancellation of Enrolment/Exclusion

- Overseas

- Home-schooling