BURPENGARY
STATE SECONDARY COLLEGE

• Respect • Courage
• Excellence

Burpengary State Secondary College

ANNUAL REPORT
2019
Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

**Queensland
Government**

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School overview

Burpengary State Secondary College was opened in 2015 with year 7 and 8 students. The College continued to grow a year level at a time until 2019 when our first year 12 students graduated. 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 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 2019

2019 School Priorities

Differentiated Teaching & Learning	- Differentiated Learning through Data Driven Discussions - ICPs; ISPs - Workforce Planning Aligned with SATE - Development of Gifted and Talented Programs - Cohesive Plan Across Faculties for U2Bs
Systematic Curriculum Delivery	- Whole School Curriculum Plan - Alignment of 7 to 10 (AC) and 11 to 12 (New QCE) curriculum through yearly and unit plans - Consistent application of College assessment and curriculum policies (moderation and feedback) - Explicit teaching of Cognitive Verbs - Ensuring a range of authentic curriculum pathways for all students - Data informed curriculum adjustments for all students
Effective Pedagogical Practices	- Digital technologies - Staff/Student feedback - Student centred learning - High reliability schools - Australasian Schools Accreditation Association - Development and implement Coaching Model for Teachers - Develop Pedagogical Framework – ASOT in Relation to HAT Practices
Expert Teaching Team	- Whole School Teaching and Learning Plan - Data Based Practice - Teacher Subject Teams - PLTs (Professional Learning Teams) - Analysis and Identification of Best Practice - Skilled Workforce Pathways and College Professional Development Plan - Leadership/Aspirant Program (Flightdeck) - eLearning Framework and Development of BYOx *
Senior Schooling	- OP - SATE - Alignment Yr7-Yr12
Reading, Writing, Numeracy	- NMS - Upper 2 Bands

	• Value adding
Teaching & Learning	• Pedagogy • Relationships
Analysis & Discussion of Data	• College Data Policy focused on *next step with data* • Pedagogical adjustment decision made based on data placemats • Data literacy across all staff at the college • Whole School Attendance Plan * • Data Sets- School Audits; QSR; Independent Reviews; Staff Feedback; School Opinion Survey; School Reviews • Data analysis to facilitate tracking and interventions for students in year 7 to 12. • Data informed differentiated pedagogical adjustments • Data informed collegial conversations both within and outside the classroom concentrating on individual student improvement and relative gain • Data calendar established inclusive of all data cycles • Focused intervention for just below U2B and U2B students • Student support tracking that is focused on supportive actions • Mighty Ducks
A Culture that Promotes Learning	• Indigenous cultural/perspectives • Staff wellbeing • Essential Life Skills • Inclusive student support – Innovations, Student Support team, student wellbeing • International student program for students and teachers • 21st Century Skills – eLearn, BYOx • Assemblies – Celebrating success • Communities – Eagles, Scorpions, Sharks, Snakes • Student Leadership – Parliaments and SPAR • Professional Development Plans • New, Beginning and Pre-Service teacher induction • Junior Secondary Culture • Positive Behaviour for Learning • Responsible Behaviour Plan • Community Partnerships/Celebrations • Essential Skills for Classroom Management • Attendance – Every Day Counts

Future Outlook

2020 EXPLICIT IMPROVEMENT AGENDA

FOCUS	*2020 REGIONAL PRIORITIES*	*IMPROVEMENT STRATEGIES*	*SUCCESS INDICATORS & TARGETS*
SYSTEMATIC CURRICULUM DELIVERY	Senior School – New QCE Alignment of our Junior Secondary with Senior Secondary. Literacy and Numeracy	Enhancing the College's curriculum vision and offerings for the future Establish curriculum team and implement action plan Implementation of a senior curriculum that is responsive to student needs and community expectations Comprehensive PD to support the implementation of the New QCE system and VET Development and implementation of JCE with a focus on Indigenous students and students in care Developing systems and processes of the New QCE including curriculum development, internal endorsement and confirmation Ensuring alignment of junior with both the senior curriculum, and the National Curriculum Termly parent / carer information meetings on the New QCE and pathways, BSSC Expo, Futures Senior student data meetings with Principal, DP, Senior School HOD and Curriculum HoDs 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 & Career Education Cert II Skills For Work (Y10-11), study skills (Y12) Establishing the role of the Cross Curricular Connoisseurs and PD on General Capabilities Checking for excellence in the intended curriculum focusing on Learning Goals, Success Criteria and explicit teaching of Cognitive Verbs Enacted curriculum quality assured through formal observation and walk through processes – see pedagogy action plan Experienced curriculum is quality assured through; 1 to 1 interviews, focus group discussions, surveys, student self-assessment Tested curriculum quality assured through the development of moderation protocols, enactment of the moderation policy, and ensuring task specific criteria Enhancing the College's online curriculum presence on the College website	Whole School Assessment Summary Achievement - >74% pass rate. 95% of Year 12s obtain their QCE 75% achieve an ATAR 80 or above 100% Year 11 and 12s complete a VET qualification 100% university bound students get a university offer 100% completion of curriculum documentation and assessments in line with Curriculum Policy. 100% of assessment completed in line with the BSSC Assessment Policy Evidence of Whole School Curriculum Plan which supports student in content, process and skills required in Senior Schooling 100% of senior trained teaching staff engaged in PD to meet SATE requirements over 2 year cycle 100% of staff complete PD on the General Capabilities and Cross Curricular Priorities 80% students complete units 2, 3, and 4 in the same course 100% senior teachers have completed their QCAA modules 100% of disengaged students supported to facilitate meeting of re-engagement targets Quality assurance data indicates successful completion of action plan strategies
EFFECTIVE PEDAGOGICAL PRACTICES & ANALYSIS AND DISCUSSION OF DATA	Senior School – New QCE Teaching & Learning Relationships & Pedagogy Literacy and Numeracy	Establish a pedagogy team and implement action plan Implement the New Art and Science of Teaching as our whole College Pedagogical Framework Create and build a collegial Teacher Toolbox for Effective Pedagogical Practices Create and build a Burpengary Way Pedagogy Continuum that clearly outlines what an outstanding teacher looks like in the classroom Provide ongoing support and professional development on the Essential Skills for Classroom Management to all teaching staff Promote innovative pedagogy across the school with a focus on eLearning integration and highlighting the importance of student voice and advocacy with their learning Continue to build a coaching approach within the leadership team with a focus on GROWTH coaching to build the capability of our leaders and of our classroom teachers	Whole School Assessment Summary Achievement - >74% pass rate. Whole School Assessment Summary Effort - >82% pass rate Whole School Behaviour Incidents – <2648 incidents of misconduct Whole School Behaviour Incidents disruption - <599 disruptive incidents Whole School Suspensions - <141 suspensions 100% of all teaching staff participate in 4 x formalised observations throughout the year. Via a pulse survey - >90% of teaching staff value the New Art and Science of Teaching as a resource to improve their practice. Via a pulse survey - >90% of teaching staff have used the New Art and Science of Teaching as a resource to improve their practice.

		Implement rigorous quality assurance measures around our pedagogical framework by promoting the importance of instructional rounds, formal observations and classroom profiling	100% of staff have completed and regularly update their Class Placemats for each class, and use it during line management meetings with their HoDs
		Build a restorative practices approach in how our Junior Secondary staff approach building and re-building relationships in the classroom	A Pedagogy Continuum has been co-developed by the Leadership Team, that clearly articulates what an outstanding teacher looks like with regards to the domains of the NASOT
		Implement our Whole College Data Policy to inform teaching practice.	HoDs and DPs continue to access At My Best 360s – 4 staff
		Focus on next steps with data through the implementation of data placemats	HoDs and DPs continue to access Growth Coach Training – external provider TBC
		Data informed collegial conversations within the Mighty Ducks program	Growth Coach Training for 2 x Pedagogy Coaches
		Regular data cycles with a targeted approach to student improvement in literacy and numeracy	5 staff have completed Classroom Profiling and have a systems approach where staff can choose to have one of their 4 observations per year with a classroom profiler.
		Focused intervention through coaches for just below U2B and U2B students	
		21st Century Skills - eLearning and the BYOx agenda – leveraging digital, eLeads and ongoing PD sessions with the growth of the Oracle and Class OneNote	Classroom Profiling PD provided to all staff
A CULTURE THAT PROMOTES LEARNING	Senior School – New QCE Teaching & Learning Relationships & Pedagogy Literacy and Numeracy	Establish Culture Team and action plan implemented	95% attendance across the College
		Build and promote Positive Behaviour for Learning (PBL)	Completion of attendance process for both short and long term non attendance
		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	100% students return completed Senior School Agreement
		Deliver a New, Beginning and Pre-service Teacher induction program	All teaching staff engaged in Professional Learning Teams
		Build Student Leadership – Parliamentarians and SPAR leadership teams	SET data result greater than 85%
		Whole School Approach to Inclusion – Equity for all students.	Whole School SDAs/Referrals – SDA SEM 1 2020 <110 & SEM 2 2020 <100
		Innovations –Unique student learning experiences independent of the curriculum.	Whole School Rewards System – >8000 burpies per term
		Annual Professional Development Plans – PDPs to ensure the development of staff capability	Student attendance at CONNECT >100 students per session and 20 staff volunteers
		Junior Secondary Culture – Junior Certificate of Education, assemblies, celebrations	100% positive feedback as to beginning teacher and induction program
		Student Support – Tracking with efficient use of HR and resources to best support students with a focus on Indigenous students and students in care	HoD JS will work with Culture DP to develop college inclusive education strategic action plan based on the inclusive education framework and student wellbeing framework.
		Community Challenge – Building our "Communities Culture" –	Staff wellbeing policy completed and initial stages implemented
		Promotion of work life balance and Health and Wellbeing information. Professional development offered throughout the year to promote staff wellbeing.	Student support - Reduced client waiting time for appointments and tracking of student double dipping.
		Inclusive student support – Innovations, Student Support team, student wellbeing, intervention programs; Development of PAL/AIM Program	10 intervention programs implemented per SEM linked to student need based on tracking data
			90% of students invited to participate in intervention programs attend and complete program

Our school at a glance

School profile

Coeducational or single sex	Co-educational
Independent public school	Yes
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	685	886	1035
Girls	327	411	505
Boys	358	475	530
Indigenous	30	45	61
Enrolment continuity (Feb. – Nov.)	90%	88%	90%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	24	24
Year 11 – Year 12		15	14

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 implementation

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

- In 2019, Burpengary State Secondary College was in a unique and challenging position of having their inaugural Year 12 cohort in the OP system and the Year 11s starting the New ATAR system. Despite these challenges, the school attained outstanding Senior outcomes including: 100% of students receiving a QCE/VET/SAT, 100% VET certificate attainment, 98% QCE attainment, 82% OP 1-15 and 100% QTAC offers. These results are enviable for an established school, but for a new and complex school like BSSC, they are outstanding.

Faculty Highlights

- The development and implementation of Literacy Lessons within English classes to ensure students have the requisite foundational knowledge to read, write, and respond. All students in 7-9 were engaged in one targeted literacy lesson a week where they are taught & practise the skills underpinning Tactical Reading & Write That Essay.
- Developed a faculty curriculum map curriculum fidelity & map progression, achievement standards, general capabilities, cross curriculum priorities 7-12.
- 100% of English teachers engaged with curriculum planning and quality assurance processes in 2019.
- Revitalised assessment program 7-10 to prepare young people for general and applied senior science subjects
- STEM:
  Science Week – STEM ambassador Elise Sawell organised a hands-on learning experience for years 7-9 on Rockets
  STEM Fest 2019 – Year 7 Team were runners up in the Lunar Rover design competition.
  Psychology - 2019 was the foundation year for the new Science subject, Psychology, at BSSC.
- First cohort of students in Cert II Hospitality, Cert III Fitness and Childcare to complete VET Industry qualifications. Plus Dual Certificate in Health Support Services and Assistance.
- Kokoda Challenge for Sports Innovation. 7 teams completed either 32km or 48km challenges.
- Increased students representing College in district, regional and state school sport pathways across various sports.
- Remapping of junior subject ensuring alignment and successful pathway outcomes into Senior Schooling and post schooling.
- Opening of school café for service of staff and students. Café 104 is the "unofficial" name we call it.
- Expansion of the Breakfast Program
- NAIDOC Week celebrations
- Staff Wellbeing – Challenges, celebrations etc.

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 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:	2017	2018	2019
• their child is getting a good education at school (S2016)	71%	85%	78%
• this is a good school (S2035)	71%	83%	70%
• their child likes being at this school* (S2001)	82%	92%	78%
• their child feels safe at this school* (S2002)	73%	92%	81%
• their child's learning needs are being met at this school* (S2003)	68%	79%	68%
• their child is making good progress at this school* (S2004)	68%	75%	73%
• teachers at this school expect their child to do his or her best* (S2005)	91%	93%	85%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	71%	80%	75%
• teachers at this school motivate their child to learn* (S2007)	77%	85%	68%
• teachers at this school treat students fairly* (S2008)	76%	76%	65%
• they can talk to their child's teachers about their concerns* (S2009)	77%	94%	79%
• this school works with them to support their child's learning* (S2010)	68%	88%	71%
• this school takes parents' opinions seriously* (S2011)	68%	70%	62%
• student behaviour is well managed at this school* (S2012)	64%	52%	45%
• this school looks for ways to improve* (S2013)	76%	81%	72%
• this school is well maintained* (S2014)	95%	93%	81%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	85%	80%	76%
• they like being at their school* (S2036)	82%	71%	70%
• they feel safe at their school* (S2037)	87%	76%	82%

Percentage of students who agree# that:	2017	2018	2019
• their teachers motivate them to learn* (S2038)	77%	74%	77%
• their teachers expect them to do their best* (S2039)	97%	90%	90%
• their teachers provide them with useful feedback about their school work* (S2040)	83%	75%	81%
• teachers treat students fairly at their school* (S2041)	69%	64%	67%
• they can talk to their teachers about their concerns* (S2042)	68%	59%	66%
• their school takes students' opinions seriously* (S2043)	70%	62%	52%
• student behaviour is well managed at their school* (S2044)	49%	38%	52%
• their school looks for ways to improve* (S2045)	90%	74%	75%
• their school is well maintained* (S2046)	78%	56%	73%
• their school gives them opportunities to do interesting things* (S2047)	88%	74%	71%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	93%	91%	89%
• they feel that their school is a safe place in which to work (S2070)	98%	95%	92%
• they receive useful feedback about their work at their school (S2071)	91%	81%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	76%	72%
• students are encouraged to do their best at their school (S2072)	100%	93%	89%
• students are treated fairly at their school (S2073)	93%	88%	80%
• student behaviour is well managed at their school (S2074)	84%	53%	54%
• staff are well supported at their school (S2075)	89%	70%	67%
• their school takes staff opinions seriously (S2076)	91%	66%	64%
• their school looks for ways to improve (S2077)	95%	84%	92%
• their school is well maintained (S2078)	96%	89%	87%
• their school gives them opportunities to do interesting things (S2079)	93%	89%	90%

* 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	2017	2018	2019
Short suspensions – 1 to 10 days	277	342	294
Long suspensions – 11 to 20 days	8	4	10
Exclusions	6	6	3
Cancellations of enrolment	0	5	3

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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	354,896	393,744	
Water (kL)			

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

| Search by school name or suburb | 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	88	31	<5
Full-time equivalents	87	22	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	6
Graduate Diploma etc.*	13
Bachelor degree	27
Diploma	11
Certificate	9

*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 2019 were $77,444.47

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

- Workplace Health & Safety training
- Mental Health First Aid
- Cert IV Training and Assessment
- QCAA PD workshops
- QCE Preparation workshops

- QTU Union training
- Regional Cluster meetings
- Maths Pathways Summit
- University Open Days and Career Development Days
- QTAC
- Curriculum State Conferences
- Guidance officer training
- QCAA Roadshows
- TrackEd training
- HOD Networking forum
- PBL Coach and coordinator program & State Conference
- Aspiring Principals
- SBMAQ- Business Manager Conference
- Curriculum, Teaching & Learning Forums
- Beginning Teachers workshops
- Behaviour Management Essentials
- Assessment Writing
- Gateway Schools to Aerospace Conference
- Neuroperformance conference
- Student Protection Training
- Trauma Aware Schooling
- Yulunda Indigenous Traditional Games
- EQI workshops & Best Practice Forum
- IPS Alliance Leadership Conference
- Orange card conference
- ATOM conference
- Drones across the curriculum
- ACHPER Health and HPE conference
- Evidence based Behaviour Management
- QCIA Quality Assurance processes
- EAP – Introduction to
- HOSES Masterclass
- 2019 Inclusion Education Forum
- SATE planning
- Clickview training

The proportion of the teaching staff involved in professional development activities during 2019 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	88%	88%	87%
Attendance rate for Indigenous** students at this school	80%	86%	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	2017	2018	2019		Year level	2017	2018	2019
Prep					Year 7	90%	91%	89%
Year 1					Year 8	87%	88%	88%
Year 2					Year 9	87%	86%	87%
Year 3					Year 10	88%	86%	85%
Year 4					Year 11		89%	87%
Year 5					Year 12			88%
Year 6								

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	24	16	27	33
2018	26	16	27	32
2019	31	16	25	27

Proportion of Students
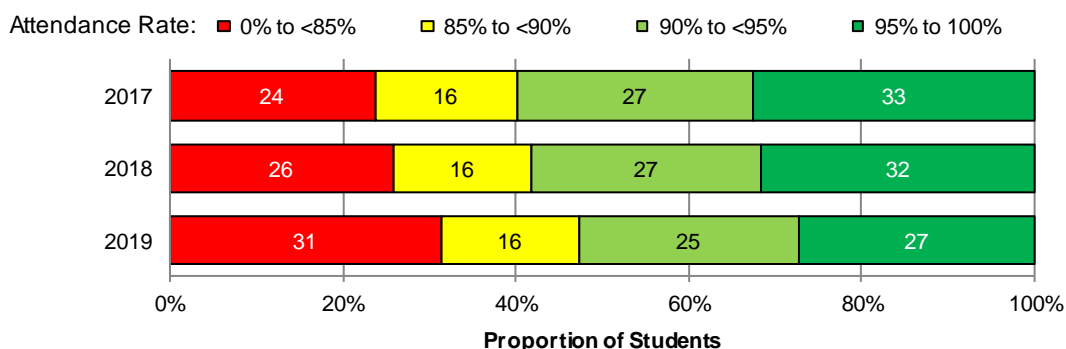
Description of how this school manages non-attendance

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.

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.

| Search by school name or suburb | 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 'NAPLAN' to access the school NAPLAN information.

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

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.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes

- the number of Year 12 students in each OP band

- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

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

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement			98
Number of students awarded a QCIA			1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12			95
Percentage of Indigenous students awarded a QCE at the end of Year 12			80%
Number of students who received an OP			38
Percentage of Indigenous students who received an OP			20%
Number of students awarded one or more VET qualifications (including SbAT)			64
Number of students awarded a VET Certificate II or above			59
Number of students who were completing/continuing a SbAT			11
Number of students awarded an IBD			0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD			82%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification			100%
Percentage of QTAC applicants who received a tertiary offer.			100%

Notes:

- The values above:
  - are as at 05 February 2020
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5			3
6-10			14
11-15			14
16-20			7
21-25			0

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I			13
Certificate II			44
Certificate III or above			27

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

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

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort			80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort			100%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Student destinations

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

Early school leavers

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

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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

This school's report will be available at https://burpengaryssc.eq.edu.au.