


# QUEENSLAND STATE SCHOOL REPORTING - 2010

## Beenleigh State High School (2084)

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### Principal's foreword

#### Introduction

This report is to inform our parent and community of the progress of Beenleigh State High School for the 2010 school year.

Our school's motto 'We Care We are Responsible We Achieve' is the philosophical underpinning of the way we work and is reflected in our goal of achieving great things for all of our students

#### School progress towards its goals in 2010

The school community is growing in size and this growth is expected to continue for a few more years through increased enrolment from local primary schools and increased housing development in the Eagleby and Beenleigh areas.

Middle school curriculum is continuing to be reviewed and refined. Literacy and Numeracy will continue to be a major focus with students receiving focussed and explicit teaching of literacy and numeracy skills. This will improve the students performance in the National Literacy and Numeracy test and equip them to engage with their studies across the year levels. Physical Education and Sport will continue to be a compulsory part of their schooling.

The Senior Phase of Learning involves the students from year 10-12 banking credits to ensure they are eligible to receive the Queensland Certificate of Education.

Providing many and varied pathways for our senior students is a priority for Beenleigh High.

Values education will underpin all learning and interactions within the school community.

### Future outlook

1. **Literacy/Numeracy and Curriculum Improvement** – all students meet literacy and numeracy benchmarks and achieve improved outcomes in Maths, Science and English, using data to inform practice
2. **Improving Participation** – develop more rigorous processes to tackle student attendance, engagement and participation
3. **Behaviour Management** – establish consistent behaviour management practices across the school
4. **Closing the Gap** – implement strategies to support our indigenous and other disadvantaged students through a climate of high expectations
5. **Student Well-Being** – provide a greater range of social and emotional learning programs for students and families
6. **Family and Community engagement** – develop our links and communication processes with the community and, in particular, parents
7. **Pathways** – ensure all students are provided with the opportunity to access a pathway from school to work or further education
8. **Workforce Growth** – continue to support, source and value staff and provide increased access to professional development including developing leadership capacity

## Our school at a glance

### School Profile

Coeducational

Year levels offered: 8-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2010 – Nov 2010)
888	419	469	76%

Characteristics of the student body:

The school is situated in close proximity to a growing retail, commercial, industrial and rural sector, all impacting on the diversity of the school environment. This close proximity is beneficial to school programs by allowing students to experience real situations as part of everyday school life.

The school draws clientele from a diverse range of socio-economic and cultural backgrounds. As such, diversity is valued and celebrated at Beenleigh State High School. School programs incorporate and seek to utilise the valuable contributions to be made by all members of the school community, regardless of individual background.

Beenleigh State High Schools school population (2010):

- 8.04% Indigenous students
- 29.05% Single Parent Families
- 12.8% Polynesian students
- 1.5% Students in Care
- 5.8% ESL students
- 9.1% Students with Disabilities (SEP)
- 23.94% Learning Support

Class sizes – Proportion of school classes achieving class size targets in 2010

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	21	96%	94%	3%	4%
Year 11 – Year 12	15	93%	92%	1%	7%
All Classes	19	95%	93%	2%	5%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	296
Long Suspensions - 6 to 20 days	32
Exclusions	7
Cancellations of Enrolment	0

## Our school at a glance

### Curriculum offerings

#### Our distinctive curriculum offerings

The current curriculum offerings in Years 8, 9 and 10 are based around the emerging ACARA curriculum. In Year 8, all students study English, History /Geography, Mathematics, Science and Health and Physical Education. Additionally, all students choose four electives from the remaining areas studying each elective for one full semester. Students will study a mix of Industrial Technology, Home Economics, Visual Art, Music, Performing Arts, Agriculture, and IT.

In Year 9, all students must study English, Mathematics, Science and History /Geography all year. Additionally all students choose 4 subjects from a range of options, each elective being studied for a full semester.

In Year 10, all students study English, Mathematics History /Geography and Science all year. Additionally, students choose two electives from a range of options, each subject being studied for the full year. Year 10 subjects align with their Years 11 & 12 counterpart thereby ensuring that Year 10 is a transition year to senior studies.

In years 11 and 12 students may choose from 25 Authority and 14 Authority Registered and VET subjects.

The school offers tailored programs for School Based Apprentices and School Based Trainees.

#### Extra curricula activities: Something for everyone at Beenleigh State High

Cheerleading

Debating

Pedal Prix

Agricultural Show Team

Interschool Sports

Variety Concert

Air Force Cadets

Student Council

Titration Competition

Dance Troupe

Homework Club

Theatre Club

#### How Information and Communication Technologies are used to assist learning

Computers are integrated into Middle School with a designated large computer lab used mainly for Middle School Students.

Four other large computer rooms are available for ICT specific classes and general class use.

All large computer labs have access to a data projector and sound systems.

School E learning centre has a bank of computers available to students before and after school and during breaks as well as during class time.

Five pods of computers are positioned around the school for small groups or individual students in the senior school to use.

Most subjects have a mandatory IT component.

All staff are in the process of completing their ICT Certificate. We have seven Pedagogical License holders on staff (completed or in the process of completion). A number of staff are currently undertaking further Professional Development in Media, Film & Television and subject specific programs.

## Our school at a glance

Media Rooms consisting of computer outlets, speaker systems and data projectors are available for staff to use in implementing ICT into the curriculum. The ClickView video delivery system is accessible by all staff and students, with access to over one thousand educational DVDs through this system. Foxtel programs are also able to be recorded for use by staff.

Two annexes are also outfitted for Audio Visual presentations including ClickView, on PrometheanInteractive Whiteboards.

### Social climate

Beenleigh High is a school that cares, and the building of a supportive environment is a key goal. We have a student – centred focus and provide care and support for all students ensuring they are well positioned to achieve the best they can. Positive outcomes for all students are central to our operations.

The Student Support Management Group (SSMG) comprises Teachers, Guidance, Administration, Youth Workers, Chaplain and School Nurse and School Based Police Officer. This group monitors and provides case management for students who are considered to be 'At Risk'. Year 8 and Year 9 students undertake compulsory Physical Education which incorporates Human Relationships and Health Education.

We utilise the School Wide Positive Behaviour Support program aimed at having a focus on the positive. Our conversations are cached in the terms of We Care, We are Responsible, and We Achieve.

### Parent, student and teacher satisfaction with the school

Parent and student satisfaction is ascertained through the annual school opinion survey and represents the views of parents, Year 9 and Year 11 students in 2009. In 2009, 50% of parents reported that Beenleigh High was a good school to send their children to. 44% of students were satisfied that they were getting a good education at the school.

NB Survey recipients are chosen randomly using a standard Education Queensland proforma.

Performance measure	Result 2010
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	47%
Percentage of parents/caregivers satisfied with their child's school	71%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	70%
Percentage of staff members satisfied with morale in the school	72%

### Involving parents in their child's education.

Beenleigh has strong links with parents and carers through a variety of means including.

Fortnightly newsletters

## Our school at a glance

### Website

2 formal parent/teacher interview evenings per year

Informal parent/teacher interviews as required/requested

Parent tutors and volunteers

Email

Monthly P&C Meetings

Yearly School Opinion Survey

### Reducing the school's environmental footprint

The school is using education programs through Circle Time to increase awareness around our carbon footprint.

Year	Total	Electricity	Sewerage	Waste	Water	Gas	Other	Electricity KwH	WaterKL	GasMJ
2010	\$127,695	\$70,631	\$12,801	\$24,371	\$19,892	\$0	\$0	366,713	6,034	0
2009	\$121,179	\$66,837	\$0	\$0	\$22,575	\$0	\$31,767	431,249	7,598	0
% change 2009 - 2010	5%	6%	N/A	N/A	-12%	N/A	-100%	-15%	-21%	N/A

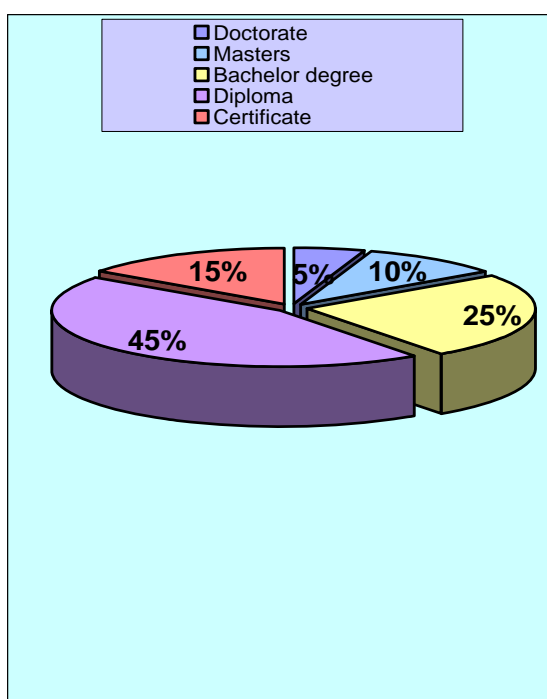
## Our staff profile

### Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	96	47	<5
Full-time equivalents	82	32	<5

### Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	5
Masters	10
Bachelor degree	25
Diploma	45
Certificate	15



### Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2010 was \$17266 .

The major professional development initiatives are as follows: Access extensive literacy and numeracy professional development including a review of effective teaching strategies such as Productive Pedagogies to build capacity in teaching and non teaching staff

## Our staff profile

The involvement of the teaching staff in professional development activities during 2010 was 100 %.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2010.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 93% of staff were retained by the school for the entire 2010 school year.



## Performance of our students

### Key student outcomes

#### Attendance

Student attendance - 2010

The average attendance rate for the whole school as a percentage in 2010 was 83%.

Student attendance for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							87%	81%	81%	83%	84%

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The school has implemented electronic marking to address issues of fractional truancy and the accuracy of roll marking. Year Co-ordinators and HOD Engagement liaise with parents on issues of attendance that arise from systemic monitoring of student attendance. The school uses a multi faceted approach to improving attendance. Attendance is recorded in the ID Attend system of student attendance management.

## Performance of our students

### Achievement – Years 3, 5, 7, and 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the MySchool website at <http://www.myschool.edu.au/>

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and an orange "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, two radio button options for "Sector" (Government and Non-government), and an orange "SEARCH" button.

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and **Privacy Policy** before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Performance of our students

### Achievement – Closing the Gap

Attendance 2009-75.1%, 2010 80.0%, 2011 80.6%

### Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	65%
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Outcomes for our Year 12 cohort of 2010

Number of students receiving a Senior Statement.	150
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	0
Number of students receiving an Overall Position (OP).	37
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	36
Number of students awarded one or more Vocational Educational Training (VET) qualifications.	130
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	86
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	91
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	46%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	91%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	89%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2	10	5	9	11

## Performance of our students

### Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
99	79	22

Please write a brief description just of the types of Certificate 1 courses your students undertook. Leave this blank if there were no Certificate 1 students in your school.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2010 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early leavers information

The pattern of early leavers in 2010 included student's moving into alternate programs to improve their engagement and students moving to employment through transition to work strategies designed to increase student engagement in career pathway development.