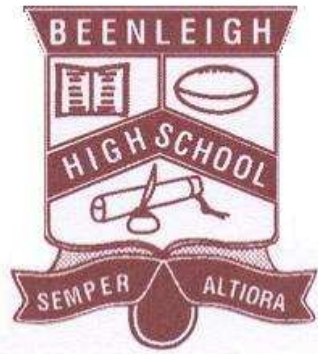
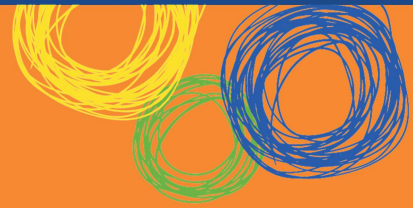


Beenleigh State High School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 29 Beenleigh 4207
Phone	(07) 3442 3777
Fax	(07) 3442 3700
Email	the.principal@beenleighshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Matt O'Hanlon Principal

Principal's foreword

Introduction

This report is to inform our parent and community of the progress of Beenleigh State High School for the 2009 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 2013

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

Beenleigh State High is a co- educational school and has a total school enrolment of 870 catering for years 8 through to 12. There are four main feeder primary schools however, students enroll from all schools within the district and beyond.

Throughout the year there was a major focus on Middle Schooling which resulted in an energetic curriculum for the years 8 and 9 students. Teachers devoted much time to planning and to the engagement of their students.

Senior schooling is very diverse and caters for all students from a full academic program to School Based Traineeships and Apprenticeships. Students programs are tailored to meet the needs of the individual, are flexible and lead to a multiple of pathways. The school caters for 95 students with Special Education needs and is classified for students

Queensland State School Reporting

2012 School Annual Report



with Intellectual Impairment, Speech Language Impairment and Autistic Spectrum Disorder.

Key performance areas include

1. **Literacy/Numeracy and Curriculum Improvement**
2. **Improving Participation**
3. **Behaviour Management**
4. **Closing the Gap**
5. **Student Well-Being**
6. **Family and Community engagement**
7. **Pathways**

The school has a variety of cultural backgrounds with approximately 10% identifying as indigenous.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	970	462	508	81%
2012	1015	499	516	78%
2013	1010	452	558	74%

Student counts are based on the Census (August) enrolment collection.

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 (2013):

- 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

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	21	21
Year 11 – Year 12	16	17	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	335	327	322
Long Suspensions - 6 to 20 days	33	23	28
Exclusions	8	14	19
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

The current curriculum offerings in Years 8, 9 and 10 are based around the 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. Every Year 8 student completes Literacy/Numeracy. 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

Mibbin Jindi (ATSI group)

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

Over 320 school laptops are used in classes and at home by students every day. We also use the Audience response device along with 4 iPad pods.

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.

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 Promethean Interactive 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, 2 Youth Support 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 staff 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. Our 2013 data was good with many respondents satisfied that they were getting a good education at the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	94%
this is a good school (S2035)	86%	94%
their child likes being at this school* (S2001)	90%	91%
their child feels safe at this school* (S2002)	86%	94%

Our school at a glance

their child's learning needs are being met at this school* (S2003)	90%	91%
their child is making good progress at this school* (S2004)	90%	91%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	97%
teachers at this school motivate their child to learn* (S2007)	81%	88%
teachers at this school treat students fairly* (S2008)	80%	87%
they can talk to their child's teachers about their concerns* (S2009)	84%	94%
this school works with them to support their child's learning* (S2010)	83%	97%
this school takes parents' opinions seriously* (S2011)	82%	87%
student behaviour is well managed at this school* (S2012)	70%	76%
this school looks for ways to improve* (S2013)	94%	97%
this school is well maintained* (S2014)	80%	97%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	89%	96%
they like being at their school* (S2036)	83%	91%
they feel safe at their school* (S2037)	85%	84%
their teachers motivate them to learn* (S2038)	89%	86%
their teachers expect them to do their best* (S2039)	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	90%	90%
teachers treat students fairly at their school* (S2041)	83%	81%
they can talk to their teachers about their concerns* (S2042)	69%	76%
their school takes students' opinions seriously* (S2043)	76%	75%
student behaviour is well managed at their school* (S2044)	59%	67%
their school looks for ways to improve* (S2045)	93%	93%
their school is well maintained* (S2046)	80%	77%
their school gives them opportunities to do interesting things* (S2047)	90%	93%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	95%
they feel that their school is a safe place in which to work (S2070)	92%
they receive useful feedback about their work at their school (S2071)	92%
students are encouraged to do their best at their school (S2072)	98%

Our school at a glance

students are treated fairly at their school (S2073)	96%
student behaviour is well managed at their school (S2074)	87%
staff are well supported at their school (S2075)	90%
their school takes staff opinions seriously (S2076)	90%
their school looks for ways to improve (S2077)	95%
their school is well maintained (S2078)	91%
their school gives them opportunities to do interesting things (S2079)	94%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

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

Fortnightly newsletters

Text Messaging

Phone contact

Website

3 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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

Environmental footprint indicators, 2012-2013.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	601,108	4,039
2011-2012	435,893	7,462
2012-2013	702,680	6,964

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

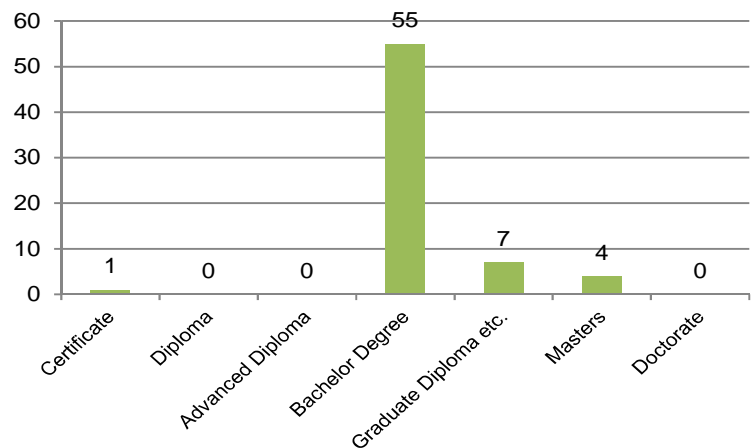
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	100	55	<5
Full-time equivalents	90	41	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	0
Advanced Diploma	0
Bachelor Degree	55
Graduate Diploma etc.	7
Masters	4
Doctorate	0
Total	67



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 27000.

The major professional development initiatives are as follows:

We use Campbell Consultancy to assist in our Literacy learning program and PD through the ENABLE coalition. Other PD as required is used to enhance our pedagogy.

The proportion of the teaching staff involved in professional development activities during 2013 was 100 %.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school 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 given access to the school's *My School* entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	83%	84%	83%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

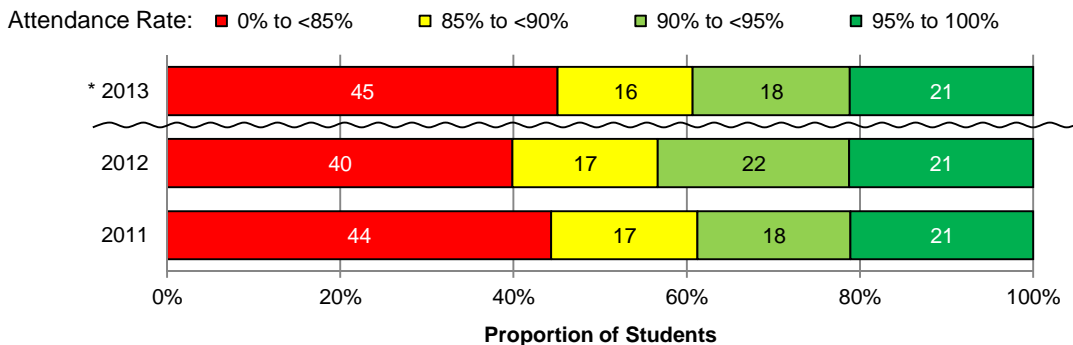
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								86%	84%	79%	83%	85%
2012								89%	83%	79%	84%	86%
2013								87%	84%	80%	82%	84%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

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 also uses Text messaging to inform and advise parents on attendance. The engagement team works with families to bring about outcomes. 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

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 My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Achievement – Closing the Gap

Closing the Gap is a continuing issue for our school. Our data on closing the gap between the performance of Indigenous and Non-Indigenous students is reasonably close. Our Indigenous retention is higher than non-indigenous. Indigenous attendance and Naplan performance are similar.

Apparent retention rates Year 10 to Year 12

	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	93%	128%	115%

Performance of our students

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	235	208	193
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP).	36	32	37
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	28	33	14
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	185	148	130
Number of students awarded an Australian Qualification Framework Certificate II or above.	120	94	100
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	112	88	119
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	42%	53%	59%
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.	82%	75%	78%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	86%	96%	100%

As at 5 May 2014. The above values exclude VISA students.

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
2011	4	5	6	13	8
2012	2	3	12	11	4
2013	2	6	14	12	3

As at 5 May 2014. The above values exclude VISA 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
2011	143	109	35
2012	108	79	31
2013	69	74	42

As at 5 May 2014. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

The pattern of early leavers in 2013 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.