

Beenleigh State High School

Queensland State School Reporting

2014 School Annual Report



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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 2014 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. Outline the scope of what is contained in the report.

School progress towards its goals in 2014

The enrolment growth continues to be consistent and is expected to grow for a few more years through increased enrolment from local primary schools and increased housing development in the Eagleby and Beenleigh areas. Student participation continues to improve with attendance increasing in all year levels. Apparent school retention continues to be strong.

Beenleigh SHS is a Positive Behaviour for Learning school with tier two supported programs. School disciplinary absences continues to decline with decreasing numbers of student being suspended.

The curriculum is continuing to be reviewed and refined to ensure that we are ready for the year 7 Flying Start cohort in 2015. Specific attention has been focussed on the development of the Junior Secondary curriculum with the explicit instruction of literacy and numeracy skills. All year 8 students participated in literacy and numeracy rotations and the Reader Warrior program. Our Sports Academy Programs continue to flourish with Physical Education and School Sport compulsory components in the Junior School.

In the senior phase of learning, there continues to be an increase in the number and percentage of year 12 students receiving the Queensland Certificate of Education (QCE). Students continue to receive support with varied pathways beyond school.

Future outlook

Beenleigh State High is a co-educational school and has a total school enrolment of 795 catering for years 8 through to 12. Next year will be the first intake of year 7 students. There are four main partner primary schools; however students enrol from all schools within the district and beyond. Throughout the year there was a major focus on developing Junior Schooling, which resulted in the development of an energetic, engaging curriculum for the years 8 and 9 students. Teachers devoted considerable time to planning a curriculum with a focus on technology for their students. The teaching team collaboratively developed a new Beenleigh SHS Pedagogical Framework with 'ARASMA' technology, to ensure all teachers consistently apply this framework in every classroom, every day. 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 multiple pathways. The school caters for 114 students with Special Education needs and is classified for students with Intellectual Impairment, Speech Language Impairment and Autistic Spectrum Disorder. The school has a variety of cultural backgrounds with approximately 10% identifying as indigenous.

Improvement Agenda

- Literacy Improvement
- Numeracy
- Science Improvement
- Attendance Improvement
- Closing the Gap

Priority Areas of Development

- Workforce Growth
- Improving Participation
- Pedagogy
- Family and Community engagement

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1015	499	516	78%
2013	1010	452	558	74%
2014	992	465	527	73%

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 (2014:))

- 9.05% Indigenous students
- 29.05% Single Parent Families
- 12.8% Polynesian students
- 1.5% Students in Care
- 5.8% ESL students
- 11.09 Students with Disabilities (SEP)
- 15% Learning Support

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	21	21	22

Phase	Average Class Size		
	2012	2013	2014
Year 11 – Year 12	17	17	16

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	327	322	272
Long Suspensions - 6 to 20 days	23	28	4
Exclusions [#]	14	19	18
Cancellations of Enrolment	0	0	3

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

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.

Debating
 Pedal Prix
 Agricultural Show Team
 Interschool Sports
 Variety Concert
 Air Force Cadets
 Student Council
 Titration Competition
 Dance Troupe
 Homework Club
 Theatre Club
 Chess Club
 Beenleigh Master-Chef
 Beenleigh's Got Talent
 Robotics Club
 Girls Gym Club
 Mibbin Jindi (ATSI group)
 School Bands

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 Junior School with a designated large computer lab used mainly for Junior 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 projectors 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.

The school has also embedded the Beenleigh SHS AURASMA technology into posters in every classroom. Staff receive regular PD on embedding AURASMA technology into every classroom. Staff also participate in weekly ICT PD during Wednesday morning briefings.

An action Plan for the Introduction of the BYOD program was developed for implementation starting 2015. This program focusses on a number of options for the students. These being;

- 1) Students bring their own devices and access the school's network at a cost of \$20
- 2) Students hire laptops and tablets for the year with a cost of \$150 and can access the school's network.
- 3) An equity pool of laptops is available for students in a first-in-first out process. These are booked out in the morning and returned at the end of the day from the E-Learning Centre.

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. There is a student service HUB established in the 100 block for students to access throughout the day if they feel the need to access support. An engagement HOD is employed to guide these services through the Engagement Department. He is assisted by year level coordinators who track aspects such as attendance, engagement and leadership. Two Youth Support Coordinators (Junior & Senior) are employed to offer extra support & guidance and to established links with other educational services. The school chaplain provides pastoral support and runs the school breakfast program. The School Nurse and School Based Police Officer provide proactive community and health related education programs. The Engagement Department monitors and provides case management for students who are considered to be 'At Risk'. The school has also established a BASE rewards program, which is a check in, check out program for students who need extra behaviour support. 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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	94%	97%
this is a good school (S2035)	86%	94%	97%
their child likes being at this school* (S2001)	90%	91%	97%
their child feels safe at this school* (S2002)	86%	94%	92%
their child's learning needs are being met at this school* (S2003)	90%	91%	93%
their child is making good progress at this school* (S2004)	90%	91%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	97%	91%
teachers at this school motivate their child to learn* (S2007)	81%	88%	93%
teachers at this school treat students fairly* (S2008)	80%	87%	88%
they can talk to their child's teachers about their concerns* (S2009)	84%	94%	97%
this school works with them to support their child's learning* (S2010)	83%	97%	95%
this school takes parents' opinions seriously* (S2011)	82%	87%	91%
student behaviour is well managed at this school* (S2012)	70%	76%	92%
this school looks for ways to improve* (S2013)	94%	97%	95%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school is well maintained* (S2014)	80%	97%	97%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	89%	96%	97%
they like being at their school* (S2036)	83%	91%	92%
they feel safe at their school* (S2037)	85%	84%	92%
their teachers motivate them to learn* (S2038)	89%	86%	91%
their teachers expect them to do their best* (S2039)	98%	96%	99%
their teachers provide them with useful feedback about their school work* (S2040)	90%	90%	91%
teachers treat students fairly at their school* (S2041)	83%	81%	87%
they can talk to their teachers about their concerns* (S2042)	69%	76%	78%
their school takes students' opinions seriously* (S2043)	76%	75%	86%
student behaviour is well managed at their school* (S2044)	59%	67%	75%
their school looks for ways to improve* (S2045)	93%	93%	97%
their school is well maintained* (S2046)	80%	77%	91%
their school gives them opportunities to do interesting things* (S2047)	90%	93%	94%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		95%	96%
they feel that their school is a safe place in which to work (S2070)		92%	96%
they receive useful feedback about their work at their school (S2071)		92%	91%
students are encouraged to do their best at their school (S2072)		98%	96%
students are treated fairly at their school (S2073)		96%	97%
student behaviour is well managed at their school (S2074)		87%	89%
staff are well supported at their school (S2075)		90%	93%
their school takes staff opinions seriously (S2076)		90%	92%
their school looks for ways to improve (S2077)		95%	98%
their school is well maintained (S2078)		91%	95%
their school gives them opportunities to do interesting things (S2079)		94%	93%

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

'Agree' represents the 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.

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, 2013--2014.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	435,893	7,462
2012-2013	702,680	6,964
2013-2014	720,516	1,513

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

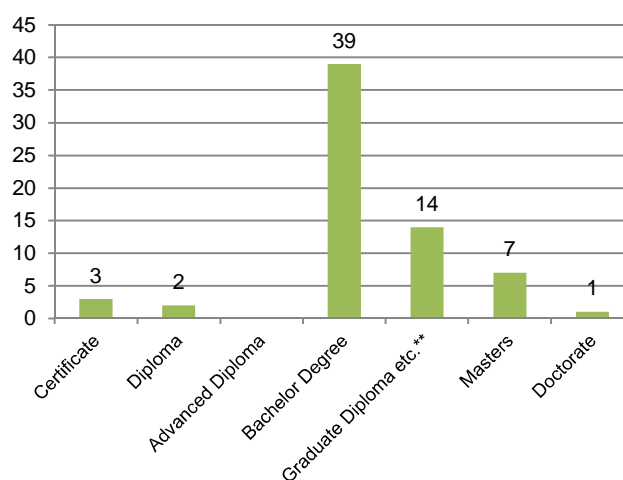
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	95	54	<5
Full-time equivalents	88	41	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	3
Diploma	2
Advanced Diploma	
Bachelor Degree	39
Graduate Diploma etc.**	14
Masters	7
Doctorate	1
Total	66



*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 2014 were \$41000.

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 2014 was 100 %.

Average staff attendance	2012	2013	2014
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, 95% of staff was retained by the school for the entire 2014 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.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	84%	83%	87%

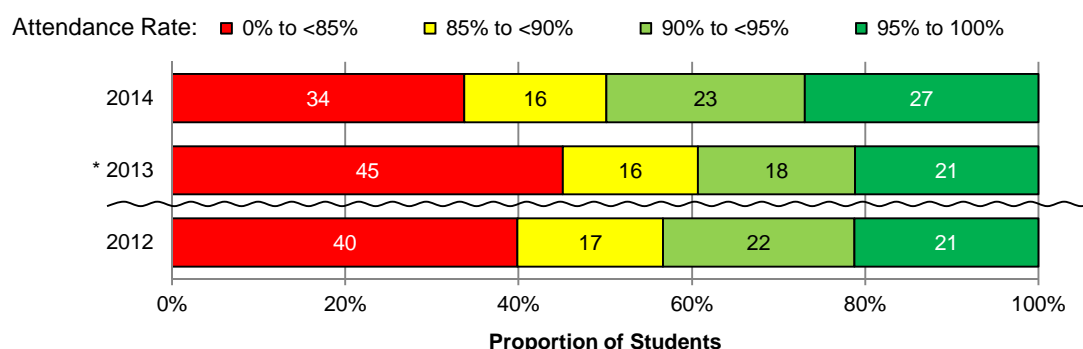
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								89%	83%	79%	84%	86%
2013								87%	84%	80%	82%	84%
2014								89%	86%	87%	85%	88%

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 after 2012 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 Coordinators 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.

In 2014, the Engagement Department introduced a traffic light system for attendance in each care class, working with the care teachers with care boards. Green for students above 95%, Amber 85-95% and red below 85%.

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	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	128%	115%	111%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	208	193	215
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	32	37	53
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	33	14	39
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	148	130	105
Number of students awarded an Australian Qualification Framework Certificate II or above.	94	100	76

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88	119	127
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.	53%	59%	38%
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.	75%	78%	72%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	100%	96%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	2	3	12	11	4
2013	2	6	14	12	3
2014	2	5	13	19	14

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	108	79	31
2013	69	74	42
2014	33	53	38

As at 19 February 2015. The above values exclude VISA students.

In 2014, students were enrolled numerous certificate2 based courses including Hospitality (Front of House/Back of House), Rural Operations & Animal Care along with a Certificate 3 in Fitness.

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 school 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.