

Beenleigh State High School

Queensland State School Reporting

2015 School Annual Report



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|----------------|---|
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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 2015 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 2015

Under the Great Results Guarantee, the main priorities for 2015 were continued improvement in attendance, literacy and Maths. The emphasis was on all students working towards meeting literacy and numeracy benchmarks and improved outcomes in English and Maths. In 2015, there was a statistical improvement in reading, spelling, grammar, punctuation and numeracy at National Minimum Standards relative to the nation in NAPLAN. In English and Maths, the 2015 school data of A-C results improved in most year groups. Attendance data continues to improve.

School enrolments continue to grow, whilst the year 7 flying start cohort has been a valuable addition to the school body. Our year 12 student outcomes were also encouraging with the percentage of students achieving a QCE, VET, SAT at 99% whilst apparent school retention continues to be strong. The school continues to adjust the curriculum to ensure that students are provided with appropriate pathways beyond school. Enrolments in extension music and sport academy programs have flourished.

Future outlook

The focus for 2016 is to improve the data culture at Beenleigh SHS by creating a school data plan that allows the school to identify important timelines, milestones and targets to improve student outcomes. A school-wide analysis of important data such as student diagnostic tests, A-E achievement, NAPLAN and year 12 exit data will assist and support decision making around curriculum delivery and teacher practice. This plan will also be communicated to all key stakeholders.

The school will also develop and implement a new school-wide, research-validated, pedagogical framework which will assist teachers to deliver consistent classroom practices and strategies for all students. This will assist the teachers to provide quality feedback to students regarding their learning goals. These student goals will be visible in most classes and learning environments.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|------------|----------------------------------|
| 2013 | 1010 | 452 | 558 | 105 | 74% |
| 2014 | 992 | 465 | 527 | 105 | 73% |
| 2015 | 1180 | 557 | 623 | 128 | 77% |

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.*

*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

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 (2015:))

- 9.05% Indigenous students
- 29.05% Single Parent Families
- 16.3% Polynesian students
- 1.5% Students in Care
- 5.8% ESL students
- 15% Students with Disabilities (SEP)
- 15% Learning Support

Average class sizes

| Phase | Average Class Size | | |
|----------------------------|--------------------|------|------|
| | 2013 | 2014 | 2015 |
| Prep – Year 3 | | | |
| Year 4 – Year 7 Primary | | | |
| Year 7 Secondary – Year 10 | 21 | 22 | 22 |
| Year 11 – Year 12 | 17 | 16 | 17 |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|-------|--------|
| | 2013 | 2014* | 2015** |
| Short Suspensions - 1 to 5 days | 322 | 272 | 284 |
| Long Suspensions - 6 to 20 days | 28 | 4 | 5 |
| Exclusions | 19 | 18 | 26 |
| Cancellations of Enrolment | 0 | 3 | 10 |

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

The current curriculum offerings in Years 7, 8, 9 and 10 are based around the ACARA curriculum. The curriculum in the junior phase, 7-9, is divided into two parts. In the first part, all students in year 7 and the first semester of year 8 are transitioned from primary school with the core curriculums of English, Maths, Science and Humanities taught by two core teachers. Each student also completes 1 elective each term to access a broad scope of school curriculum offerings. Additionally every Year 8 student completes extra literacy and numeracy classes based on their levels, which are created from diagnostic assessments. In the second part, from semester 2 of year 8 and all of year 9, 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 the senior school, 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 counterparts, thereby ensuring that Year 10 is a transition year to senior studies. Students also complete set planning in year 10 to plan their subjects and future career aspirations before starting year 11. 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.

Pathways Program

All students participate in a pathways program every Thursday in period 1 to assist and equip students with skills and knowledge to control their life pathways. This curriculum is supported by an evidence-based program which allows students to reflect and discuss aspects of daily school life including important information such as attendance, behaviour and achievement.

In the junior phase, the program focusses on a senseability program, which is based on a program from 'Beyond Blue'. Aspects of this program are linked to the mind matters framework to support adolescent mental health. Students examine topics such as healthy thinking and self talk, emotional recognition and regulation to assist them in their personal, social and schooling lives.

In the senior phase the program focusses on the skills that supports students into their future beyond school. Pathways, future employment and educational options are core to this phase.

Extra curricula activities

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

How Information and Communication Technologies are used to improve learning

Computers have been in classrooms for many years and over the past ten years the use of computers and Information Communication Technologies (ICT) has grown in their application within and outside the classroom. Teachers as life-long learners will continue to focus on their curriculum and balance their pedagogical skills to best utilise ICT in an educationally purposeful way. ICT in a contemporary world is being reflected in classrooms.

Devices that are appropriate to the student educationally and developmentally and are able to transition seamlessly, learning from school to home and in between and take advantage of:

- evolving use of ICT for collaboration and creating of knowledge.
- extensive ability to share information locally and globally.
- online educational environments.

eLearning Vision

Digitally connecting students, school and community to learn and achieve through a culture of high expectations.

Participation in BYOD

This program is available to all students. Parents wishing to apply to participate in the BYOD program should read and understand this document and the ICT Responsible Use Policy before signing the Beenleigh SHS Technology form found on the school website .

1. Option 1: BYOD

Students bring a device that can be used in the classroom to research using the internet; create word processing and presentation documents. These devices are maintained by the student and parents/caregiver with limited assistance with basic problems and connectivity from the school IT technicians. Insurance is recommended.

YES, I will bring my own device to school every day to use for learning purposes only. Please select what type of device you will bring:

- Tablet
- Laptop
- iPad

2. Option 2: Device hire program – UPFRONT PAYMENT REQUIRED

Students can hire a tablet (Acer Iconic W701 Tablet PC) for the year. This is the device hire program where the school maintains the device. This program costs \$150 for the year. The first accidental warranty claim is \$50, the second accidental warranty claim is \$100, the third accidental warranty claim is \$150.

3. Option 3: Day hire

Students can rent a device at no cost from the student technology desk. The device must be collected between 8.00am-8.40am and returned each afternoon by 3pm. If the device is not returned, the student's school account WILL be invoiced for \$150 take-home laptop payment.

Social Climate

Parent, student and staff satisfaction with the school

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 engagement coordinators who track aspects such as attendance, engagement and leadership. A Youth Support Coordinator is employed to offer extra support & guidance and to establish 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 positives. Our conversations are couched in the terms of We Care, We are Responsible, and We Achieve.

| Performance measure | | | |
|---|------|------|------|
| Percentage of parent/caregivers who agree# that: | 2013 | 2014 | 2015 |
| their child is getting a good education at school (S2016) | 94% | 97% | 94% |
| this is a good school (S2035) | 94% | 97% | 96% |
| their child likes being at this school (S2001) | 91% | 97% | 96% |
| their child feels safe at this school (S2002) | 94% | 92% | 94% |
| their child's learning needs are being met at this school (S2003) | 91% | 93% | 94% |
| their child is making good progress at this school (S2004) | 91% | 95% | 94% |
| teachers at this school expect their child to do his or her best (S2005) | 97% | 95% | 97% |
| teachers at this school provide their child with useful feedback about his or her school work (S2006) | 97% | 91% | 92% |
| teachers at this school motivate their child to learn (S2007) | 88% | 93% | 94% |
| teachers at this school treat students fairly (S2008) | 88% | 88% | 88% |
| they can talk to their child's teachers about their concerns (S2009) | 94% | 97% | 94% |
| this school works with them to support their child's learning (S2010) | 97% | 95% | 95% |
| this school takes parents' opinions seriously (S2011) | 87% | 91% | 94% |
| student behaviour is well managed at this school (S2012) | 76% | 92% | 91% |
| this school looks for ways to improve (S2013) | 97% | 95% | 94% |
| this school is well maintained (S2014) | 97% | 97% | 94% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of students who agree# that: | 2013 | 2014 | 2015 |
| they are getting a good education at school (S2048) | 96% | 95% | 96% |
| they like being at their school (S2036) | 91% | 90% | 96% |
| they feel safe at their school (S2037) | 84% | 90% | 94% |
| their teachers motivate them to learn (S2038) | 86% | 88% | 93% |
| their teachers expect them to do their best (S2039) | 96% | 98% | 95% |
| their teachers provide them with useful feedback about their school work (S2040) | 90% | 89% | 95% |
| teachers treat students fairly at their school (S2041) | 81% | 84% | 90% |
| they can talk to their teachers about their concerns (S2042) | 76% | 80% | 85% |
| their school takes students' opinions seriously (S2043) | 75% | 85% | 91% |
| student behaviour is well managed at their school (S2044) | 67% | 75% | 80% |
| their school looks for ways to improve (S2045) | 93% | 95% | 96% |
| their school is well maintained (S2046) | 77% | 88% | 90% |
| their school gives them opportunities to do interesting things (S2047) | 93% | 92% | 94% |

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2013 | 2014 | 2015 |
| they enjoy working at their school (S2069) | 95% | 96% | 99% |
| they feel that their school is a safe place in which to work (S2070) | 92% | 96% | 97% |
| they receive useful feedback about their work at their school (S2071) | 92% | 91% | 91% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 92% | 91% | 91% |
| students are encouraged to do their best at their school (S2072) | 98% | 96% | 97% |
| students are treated fairly at their school (S2073) | 96% | 97% | 98% |
| student behaviour is well managed at their school (S2074) | 87% | 89% | 89% |
| staff are well supported at their school (S2075) | 90% | 93% | 94% |
| their school takes staff opinions seriously (S2076) | 90% | 92% | 90% |
| their school looks for ways to improve (S2077) | 95% | 98% | 98% |
| their school is well maintained (S2078) | 91% | 95% | 87% |
| their school gives them opportunities to do interesting things (S2079) | 94% | 93% | 94% |

'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

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, 2014--2015.

| Years | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2012-2013 | 702,680 | 6,964 |
| 2013-2014 | 720,516 | 1,513 |
| 2014-2015 | 724,279 | |

*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

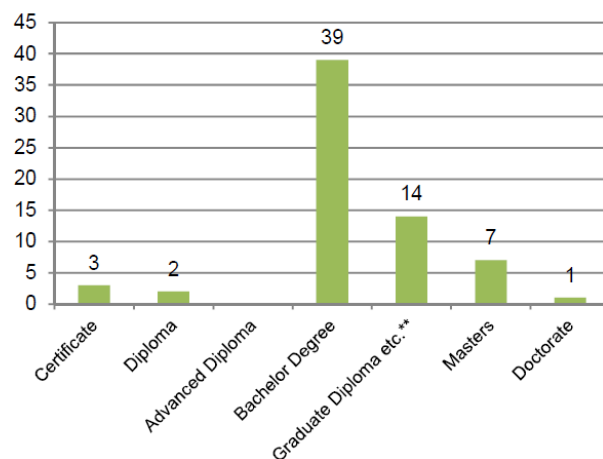
Staff composition, including Indigenous staff

| 2015 Workforce Composition | Teaching Staff* | Non-teaching Staff | Indigenous Staff |
|----------------------------|-----------------|--------------------|------------------|
| Headcounts | 106 | 60 | <5 |
| Full-time equivalents | 99 | 46 | <5 |

Qualification of all teachers

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

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**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 2015 were \$65000

The major professional development initiatives are as follows: Campbell Consultancy are engaged to assist in our Literacy learning program and PD through the ENABLE coalition. Other PD as required is used to enhance our pedagogy. A beginning teachers mentor is also employed to support new and beginning teachers. The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance

| | 2013 | 2014 | 2015 |
|--|------|------|------|
| 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, 93% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. 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 | 2013 | 2014 | 2015 |
|--|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 83% | 87% | 88% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 79% | 82% | 86% |

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Secondary schools was 90%.

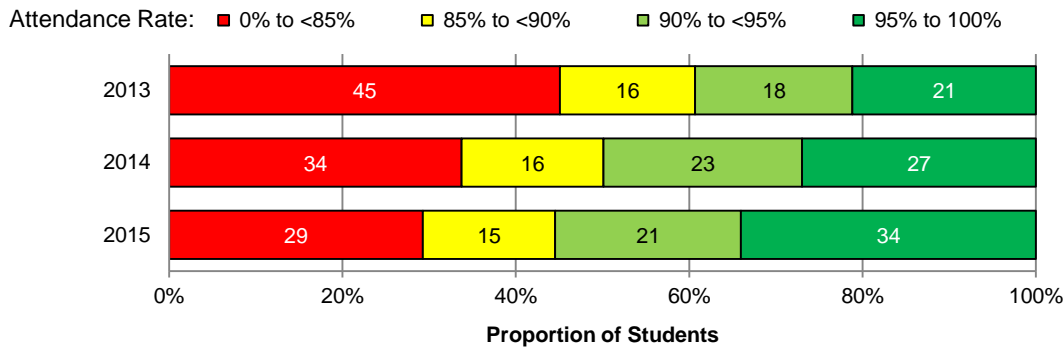
| Student attendance rate for each year level (shown as a percentage) | | | | | | | | | | | | | |
|---|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2013 | | | | | | | | | 87% | 84% | 80% | 82% | 84% |
| 2014 | | | | | | | | | 89% | 86% | 87% | 85% | 88% |
| 2015 | | | | | | | | 88% | 87% | 86% | 87% | 88% | 90% |

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

. 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. Engagement 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 2016, in- school truancy will be managed by the truancy officer. In 2015, 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

Sector:

Government

Non-government

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

| Apparent retention rates Year 10 to Year 12 | 2013 | 2014 | 2015 |
|---|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 115% | 111% | 122% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 164% | 111% | 100% |
| Outcomes for our Year 12 cohorts | 2013 | 2014 | 2015 |
| Number of students receiving a Senior Statement | 193 | 215 | 206 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 0 | 0 | 0 |
| Number of students receiving an Overall Position (OP) | 37 | 53 | 34 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 29% | 36% | 10% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 14 | 39 | 39 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 132 | 103 | 132 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 103 | 76 | 100 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 119 | 128 | 115 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 57% | 64% | 57% |
| 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. | 59% | 38% | 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. | 79% | 71% | 76% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 100% | 96% | 95% |

As at 16 February 2016. 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 |
|-------|--------|---------|----------|----------|----------|
| 2013 | 2 | 6 | 14 | 12 | 3 |
| 2014 | 2 | 5 | 13 | 19 | 14 |
| 2015 | 2 | 3 | 8 | 13 | 8 |

As at 16 February 2016. 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 |
|-------|---------------|----------------|--------------------------|
| 2013 | 69 | 77 | 42 |
| 2014 | 31 | 52 | 38 |
| 2015 | 45 | 71 | 46 |

As at 16 February 2016. The above values exclude VISA students.

In 2015, students were enrolled numerous certificate 2 based courses including Hospitality (Front of House/Back of House), Rural Operations & Animal Care, Allied Health and Measurement and data. Students also completed a Certificate 3 in Fitness.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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 2015 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.