



Beenleigh State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Beenleigh SHS provides a broad-based education for the students of Beenleigh and Eagleby. The school has strong traditions in Academic, Cultural, Sporting, and Agricultural activities, based around our motto of Semper Altiora. The school is recognised for its involvement in the local communities with students engaged in projects that both support and enhance the established community groups. Solid links have been built with many local organisations, including the Chamber of Commerce, Rotary, Lions and the PCYC. Students are involved in both Academic and Vocational programs aimed at giving each student an opportunity to pursue their chosen career. The development of the individual is a key concern and summed up in our school mission - We Care. We Are Responsible. We Achieve.

Principal's Foreword

Introduction

This report is to inform our parent and community of the progress of Beenleigh State High School for the 2016 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 2016

Under Investing for Success funding, the main priorities for 2016 were continued improvement in attendance, literacy and numeracy. The emphasis was on all students working towards meeting literacy and numeracy benchmarks and improved outcomes in English and Maths. The school also became a member of the University of Melbourne Network of Schools focussing on a Reading Project.

In 2016, there was a statistical improvement in writing, reading, spelling, grammar and punctuation and numeracy at National Minimum Standards relative to the nation in NAPLAN. In English and Maths, the 2016 school data of A-C results improved in most year groups. Attendance data continues to improve.

School enrolments have continued to grow. Our Year 12 student outcomes were also encouraging with the percentage of students achieving a QCE, VET or SAT at 100% 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 2017 is to foster high expectations through an improved data plan. The data plan will allow 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 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 2016:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	795	369	426	82	84%
2015*	942	449	493	109	87%
2016	1005	495	510	117	85%

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 2016, 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

Overview

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 (2016):

- 11.5% Indigenous students
- 31% Single Parent Families
- 20.3% Polynesian students
- 15% Learning Support
- 4.5% ESL students
- 13.6% Students with Disabilities (SEP)
- .75% Students in Care

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	23	22
Year 11 – Year 12	17	17	18

*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.

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. Year 8 students with low levels literacies complete intensive literacy 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.

Co-curricular 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 Assist Learning

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 are appropriate to the student educationally and developmentally and take advantage of the eLearning Vision:

- Digitally connecting students, school and community to learn and achieve through a culture of high expectations;
- evolving use of ICT for collaboration and creating of knowledge;
- extensive ability to share information locally and globally;
- online educational environments.

Participation in BYOD

This program is available to all students.

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.

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

Overview

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.

Parent, Student and Staff Satisfaction

Parent opinion survey



Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	93%	98%
this is a good school (S2035)	98%	95%	100%
their child likes being at this school* (S2001)	98%	95%	95%
their child feels safe at this school* (S2002)	92%	93%	95%
their child's learning needs are being met at this school* (S2003)	96%	93%	95%
their child is making good progress at this school* (S2004)	96%	93%	94%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	91%	95%
teachers at this school motivate their child to learn* (S2007)	94%	93%	98%
teachers at this school treat students fairly* (S2008)	88%	86%	97%
they can talk to their child's teachers about their concerns* (S2009)	98%	93%	95%
this school works with them to support their child's learning* (S2010)	96%	95%	95%
this school takes parents' opinions seriously* (S2011)	92%	93%	98%
student behaviour is well managed at this school* (S2012)	92%	89%	95%
this school looks for ways to improve* (S2013)	96%	93%	100%
this school is well maintained* (S2014)	96%	93%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	94%	96%
they like being at their school* (S2036)	87%	95%	90%
they feel safe at their school* (S2037)	87%	95%	92%
their teachers motivate them to learn* (S2038)	87%	91%	91%
their teachers expect them to do their best* (S2039)	100%	93%	97%
their teachers provide them with useful feedback about their school work* (S2040)	86%	93%	89%
teachers treat students fairly at their school* (S2041)	78%	88%	83%
they can talk to their teachers about their concerns* (S2042)	75%	83%	70%
their school takes students' opinions seriously* (S2043)	80%	90%	83%
student behaviour is well managed at their school* (S2044)	68%	77%	76%
their school looks for ways to improve* (S2045)	97%	95%	94%
their school is well maintained* (S2046)	85%	86%	89%
their school gives them opportunities to do interesting things* (S2047)	90%	93%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	99%	97%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they feel that their school is a safe place in which to work (S2070)	95%	97%	96%
they receive useful feedback about their work at their school (S2071)	90%	89%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	91%	89%
students are encouraged to do their best at their school (S2072)	95%	96%	96%
students are treated fairly at their school (S2073)	96%	97%	95%
student behaviour is well managed at their school (S2074)	86%	86%	90%
staff are well supported at their school (S2075)	91%	92%	92%
their school takes staff opinions seriously (S2076)	90%	89%	90%
their school looks for ways to improve (S2077)	97%	98%	99%
their school is well maintained (S2078)	94%	83%	93%
their school gives them opportunities to do interesting things (S2079)	92%	92%	96%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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

- Fortnightly newsletters
- Text Messaging
- Phone contact
- 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

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

At Beenleigh SHS students are supported by the staff through the Pathways Program. This curriculum focuses on personal safety and awareness including responding to abuse and violence and developing student knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	272	284	308
Long Suspensions – 6 to 20 days	4	5	9
Exclusions	18	26	28
Cancellations of Enrolment	3	10	5

* 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.

Environmental Footprint

Reducing the school's environmental footprint

In 2016, Beenleigh SHS reduced its energy costs by close to \$30000 by reducing 'peak usage'. This was achieved by replacing regular lighting with LEDs, placing timers and restrictors on the air-conditioning and working with both students and staff to ensure lights and devices were not left on in the middle of each day during lunch breaks. The school monitored usage trends throughout each month. Students and staff also took the responsibility of ensuring items were turned off when not used and at the end of each school day.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	529,392	1,513
2014-2015	527,945	
2015-2016	513,603	

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website 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

Sector:

Government

Non-government

Where it states '**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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	93	56	<5
Full-time Equivalents	88	44	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Graduate Diploma etc.**	16
Bachelor degree	58
Diploma	2
Certificate	3

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$56,000.

The major professional development initiatives are as follows:

- University of Melbourne Network of Schools
- Campbell Consultants
- ENABLE
- Growth Mindset
- Positive Behaviour for Learning

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	86%	87%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	85%	85%

*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 student attendance rate in 2016 for all Queensland Secondary schools was 90%.

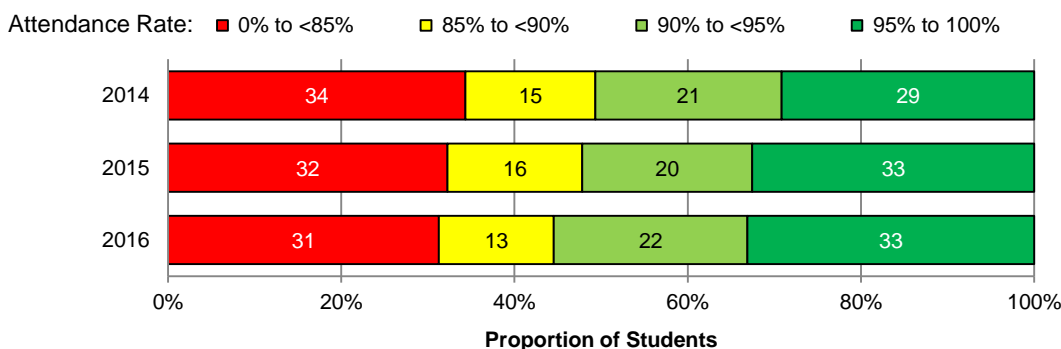
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									89%	86%	86%	84%	88%
2015								88%	87%	86%	85%	87%	88%
2016								90%	87%	84%	87%	89%	88%

*Attendance rates effectively count 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.

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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 was managed by the truancy officer. The Engagement Department also 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%.

NAPLAN

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

GO

Sector:

- Government
- Non-government

SEARCH

Where it states '**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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	127	103	144
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	53	34	42
Percentage of Indigenous students receiving an Overall Position (OP)	45%	15%	13%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	29	27	38
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	70	79	108
Number of students awarded an Australian Qualification Framework Certificate II or above.	55	69	102
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	113	100	144
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	82%	92%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	38%	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.	94%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	93%	93%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	5	13	19	14
2015	2	3	8	13	8
2016	4	6	6	21	5

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	16	38	28
2015	15	53	28
2016	14	91	27

As at 3rd February 2017. The above values exclude VISA students.

In 2016 students were enrolled numerous certificate 2 based courses including Hospitality (Front of House/Back of House), Rural Operations & Animal Care, Tourism, Allied Health and Measurement and data. Students also completed a Certificate 3 in Fitness.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	69%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	71%	56%	76%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.beenleigshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

The pattern of early leavers in 2016 included students 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.



Conclusion

