



# Benowa 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

Benowa State High School is an internationally accredited Years 7 to 12 broad comprehensive secondary school of approximately 1950 students. The school charter and curriculum reflect a commitment to 'international mindedness' and this is evidenced through a range of activities and achievements. The school offers one of Australia's recognised French language late partial immersion programs to students in Years 7 to 10. A range of selective entry programs in the arts, sport, and a Waldorf 'Steiner' stream feature in Junior Secondary (Years 7/8/9). International students from Asia and Europe enrol to study through the Senior Secondary (Years 10 to 12) and go on to study in Universities across Australia. Many Senior Secondary students complete tertiary study whilst at school and partnerships to achieve this are established with TAFE, Griffith University and Bond University. The 'Student Honours Program' recognises outstanding academic students and promotes entrance to University on scholarship. The school's arts' program features award winning student performers and talented teaching staff. Students successfully compete at state, national and international level across a range of individual and team sports.

Benowa State High School is accredited by the Council of International Schools (CIS) and is an International Baccalaureate (IB) 'World School'.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

The 2016 AIP featured five key focus areas including pedagogical and curriculum frameworks in Reading, Writing and Numeracy, Scientific Thinking and High Quality Teaching. The data to performance agenda was developed to promote increased access to student achievement evidence and to use the evidence to persuade and influence decisions about teaching practice and this continued in 2016.

Satisfaction with the school shows high level support.

Significant use of data in OneSchool was a growing feature of practice across the school in 2016. Beyond the NSCFF roll out, the BYOX Agenda was delivered in 2016 to Years 7-11.

#### Future Outlook

Key considerations for Benowa State High School in 2017 included positioning the school to consolidate the skills of incoming Year 7 students and the Independent Public Schools opportunity that has provided yet another level of autonomy for the school.

Using data to persuade and influence teacher differentiated practice remains a significant feature of the school's Professional Practice Model whilst collegial partnerships will be an important feature of developing this agenda to fruition.

School enrolment growth and facilities provision will continue to feature in school planning as will the school's commitment as a CIS school to continuing cycles of improvement. The school developed an enrolment cap set at 2400 students and will see facility provision to match school enrolment at approximately 2000 students beyond 2016. The re-accreditation with CIS was completed and the school commenced IB Authorisation.



The school is a candidate school to deliver the IB Diploma Programme which will commence in 2017.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1893	979	914	40	95%
<b>2015*</b>	2016	1032	984	42	95%
<b>2016</b>	1932	1000	932	39	94%

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

Benowa State High School continues to enrol students from a range of socio-economic and cultural backgrounds that is very representative of the Gold Coast community. There are more than 60 identified ethnicities in the school's enrolment demographic.

### 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	23	23	22
Year 11 – Year 12	21	21	21

\*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

- International Baccalaureate Diploma Programme;
- Nationally recognised French Immersion program;
- Sporting Excellence program;
- Music Excellence program;
- Dance Excellence program;
- Waldorf Education;
- STEM;
- Junior Secondary Steiner program;
- Distinct Middle and Senior Phase Philosophies;
- Three year senior subject studies;
- Distinctive vocational links with TAFE;
- Internationalism embedded across the curriculum.

## Co-curricular Activities

- International language and culture exchanges;
- International trips;
- Barrier Reef and Snow trips;
- ICT across the curriculum and across the school.

## How Information and Communication Technologies are used to Assist Learning

- Embedded ICT in curriculum continues to be a high priority in the school technology planning;
- Staff are working towards the development and maintenance of an effective digital platform.
- All teaching spaces feature digital ceiling projectors, the school is MOE compliant and teaching staff have laptops.
- 'OneNote' is used by staff and students as the school's teaching and learning repository.

## Social Climate

### Overview

Benowa State High School is well regarded in the wider community with its "Many Pathways ~ No Limits" vision statement realised on a weekly basis. The Inter-year Project (TIP) continues to provide an effective induction for Year 7 whilst the inclusion of International fee paying student program adds to the multicultural blend of the school. Benowa State High School has a firm no tolerance policy regarding bullying and maintains discipline policy through school, community consultation.

### Parent, Student and Staff Satisfaction

#### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	98%	93%
this is a good school (S2035)	93%	95%	95%
their child likes being at this school* (S2001)	96%	94%	92%
their child feels safe at this school* (S2002)	95%	98%	97%
their child's learning needs are being met at this school* (S2003)	92%	90%	91%
their child is making good progress at this school* (S2004)	94%	94%	91%
teachers at this school expect their child to do his or her best* (S2005)	97%	98%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	90%	90%
teachers at this school motivate their child to learn* (S2007)	86%	87%	87%
teachers at this school treat students fairly* (S2008)	87%	85%	91%
they can talk to their child's teachers about their concerns* (S2009)	89%	95%	94%
this school works with them to support their child's learning* (S2010)	86%	94%	92%
this school takes parents' opinions seriously* (S2011)	86%	87%	91%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	85%	87%	89%
this school looks for ways to improve* (S2013)	94%	90%	95%
this school is well maintained* (S2014)	81%	90%	88%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	96%	87%
they like being at their school* (S2036)	95%	95%	81%
they feel safe at their school* (S2037)	95%	97%	87%
their teachers motivate them to learn* (S2038)	81%	90%	78%
their teachers expect them to do their best* (S2039)	95%	98%	91%
their teachers provide them with useful feedback about their school work* (S2040)	88%	93%	80%
teachers treat students fairly at their school* (S2041)	77%	90%	70%
they can talk to their teachers about their concerns* (S2042)	73%	81%	68%
their school takes students' opinions seriously* (S2043)	84%	82%	68%
student behaviour is well managed at their school* (S2044)	83%	87%	71%
their school looks for ways to improve* (S2045)	93%	89%	79%
their school is well maintained* (S2046)	93%	83%	76%
their school gives them opportunities to do interesting things* (S2047)	92%	89%	81%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	92%	97%
they feel that their school is a safe place in which to work (S2070)	98%	88%	94%
they receive useful feedback about their work at their school (S2071)	75%	70%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	74%	73%
students are encouraged to do their best at their school (S2072)	96%	97%	98%
students are treated fairly at their school (S2073)	94%	88%	94%
student behaviour is well managed at their school (S2074)	98%	94%	95%
staff are well supported at their school (S2075)	75%	67%	78%
their school takes staff opinions seriously (S2076)	68%	59%	78%
their school looks for ways to improve (S2077)	92%	87%	94%
their school is well maintained (S2078)	65%	57%	56%
their school gives them opportunities to do interesting things (S2079)	86%	81%	86%

\* 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

The Parents and Citizens Association remains as a long-standing forum for parent involvement in the school and continues to benefit from a wide representation from the community in terms of profession, interest and P&C experience. In 2016, the association was influential in the air-conditioning of classrooms and a range of individual student support provisions including scholarships. The P&C continue to air-condition facilities across the campus.

"Benowa Expos" provide the culmination from Year 6 to Year 7 transition and also the Senior Secondary subject selection process. More than 2,000 people attend these important school community functions in 2016. Most significantly was discussion and planning to facilitate the selection of the Merit Application students for enrolment in Year 7 in 2016.

The School Council now functions as the Governance group in the school's Independent Public School model.

## Respectful relationships programs

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

## 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	181	227	258
Long Suspensions – 6 to 20 days	2	3	22
Exclusions	4	3	5
Cancellations of Enrolment	12	8	12

\* 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

Our Parents and Citizens Association have been very active in making funds available to continue with their air-conditioning classrooms program. Careful consideration is given to selecting air-conditioning units which are fit for purpose as well as being environmentally friendly. All air-conditioners across the campus are operated at 24 degrees Celsius, in line with the Department's Sustainability policy.

The school's installation of solar panels, to help reduce greenhouse gas emissions and energy use, has been achieved as a result of the implementation of the state's Solar and Energy Efficiency Schools Program.

We continue to monitor and minimize, where possible, our water usage and electricity consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	587,546	4,931
2014-2015	620,907	6,926
2015-2016	667,451	5,161

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

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 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	148	58	<5
Full-time Equivalent	137	45	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	5
Masters	14
Graduate Diploma etc.**	18
Bachelor degree	109
Diploma	2
Certificate	

\*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 \$144 198.00.

The major professional development initiatives are as follows:

VET training  
 NAPLAN  
 QCAA Inservice/Panel Training/Accreditation  
 Mathematics Curriculum Pedagogy & Assessments  
 Study Tour & Professional Visits Accredited Training  
 Music Conference  
 Health & Well Being Conferences  
 Steiner School Conference  
 BEAQ Conference & Industry Visits  
 Languages  
 Hawker Brownlow Conference  
 ACER Research Conference  
 Numeracy Workshops  
 Beginning Teachers Workshops  
 Behaviour Management Seminars  
 QCE Professional Development  
 First Aid and CPR Training  
 Curriculum Leadership Training  
 Literacy National Conference  
 Direct Instruction Training  
 CIS Symposium  
 International Baccalaureate Training  
 MTLAQ Biennial Conference  
 National Conference – Special Needs  
 Suicide Risk and prevention Training  
 WISC IV & V Training  
 World Challenge Conference  
 Peer Coaching

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%	95%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 99% 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).	90%	91%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	87%	86%	89%

\*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%.

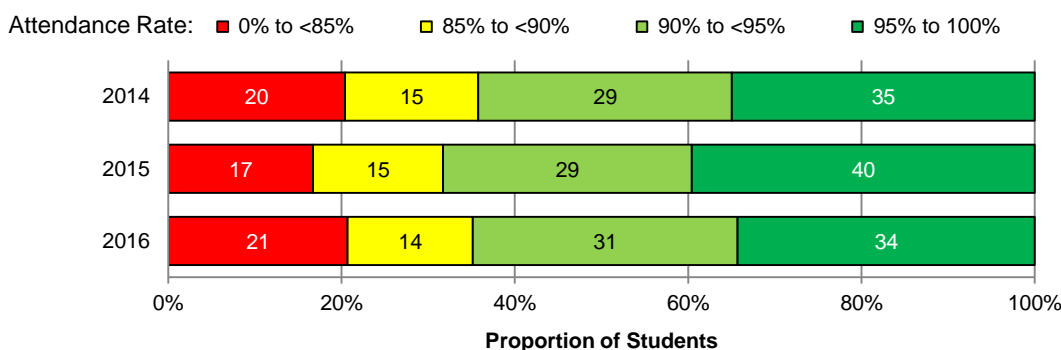
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									93%	90%	89%	89%	89%
2015								93%	93%	91%	90%	90%	90%
2016								93%	91%	89%	90%	89%	88%

\*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.

The school implements electronic marking to address issues of fractional truancy and the accuracy of roll marking. Heads of Year and Directors liaise with parents on issues of compulsory attendance that arise from systemic monitoring of student attendance. The school sends text messages to parents on a daily basis if their student has been marked with an unexplained absence for that day. The school issues Form 4 and Form 5 documents in accordance with the DET policy with very few students reaching recommendation for police intervention. Attendance is recorded in the IDAttend system of student attendance management and monitoring and follow up with parents is conducted by Directors of Junior and Secondary.

A large and effective team within Student Support Services also work proactively with families to support re-engagement or alternative pathways solutions.

## 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**

School name

Suburb, town or postcode

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 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	310	355	311
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	76	83	56
Percentage of Indigenous students receiving an Overall Position (OP)	18%	0%	40%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	50	60	50
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	250	291	280
Number of students awarded an Australian Qualification Framework Certificate II or above.	135	171	152
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	295	346	301
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	91%	100%	100%
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.	93%	90%	98%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	92%	89%

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	

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	20	33	18	5	0
2015	15	35	25	7	1
2016	17	32	6	1	0

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	233	78	83
2015	271	88	111
2016	254	75	89

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

The school is an RTO and offers qualifications in information systems and business. Through partnerships with external RTOs, the school also offers qualifications in automotive, manufacturing engineering and technology, hospitality, design, performing arts, health services, personal services, tourism and a variety of other industry areas. The qualifications on offer range from Certificate I to Diploma level.

### 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.	82%	85%	85%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	92%	83%	83%	

\* 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.benowashs.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, includes predominantly enrolment to other state high schools and transitions to the workforce. The opportunity for Senior Secondary students to continue their learning at TAFE has reduced because of the significant fees now charged in most programs.

Other school – State or non State	43%
Overseas	36%
Interstate	6%
Other – VET, Further Education/Training	6%
Employment	34%
Unknown	6%



Benowa SHS is similar to a number of schools in this geographic region in that there is a degree of transience within the local community. During the year of 2016, the school had students leave for alternative education sites and pathways, geographic locations or the workforce.

The process of managing early leavers entails the following steps and procedures:

- Clearance Form – to cover return of school resources;
- Determination of destination – another school (name) etc;
- Exemption process followed for those exiting to TAFE or Workforce;
- Cancellation processes completed on OneSchool;
- Exclusions are case managed by SGO in District Office;

## Conclusion