



Benowa State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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 to 9). International students from Asia and Europe enrol to study through the Senior Phase (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 a International Baccalaureate (IB) 'World School'.

Principal's Foreword

Introduction

This report shows progress of the school against its improvement agenda across a range of performance dimensions and is made available to the general public.

School Progress towards its goals in 2017

Notably, school performance is measured across key features of the school's Annual Improvement Plan (AIP).

The 2017 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 2017.

The Key Performance Indicators (KIPs) in the school's AIP are monitored by the School Council, a group that also oversees the development and approval of the KPIs.

Satisfaction with the school shows high level support.

Significant use of data in OneSchool was a growing feature of practice across the school in 2017. Beyond the NSCFF roll out, the BYOX Agenda was delivered in 2017 to Years 7-12.

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 2017. The re-accreditation with CIS was completed and the school is now an accredited IB 'World School' with the first IB DP graduates in 2019.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	2016	1032	984	42	95%
2016	1932	1000	932	39	94%
2017	1895	1015	880	43	93%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	22	22
Year 11 – Year 12	21	21	20

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	2015	2016	2017
Percentage of parents/caregivers who agree# that:			
their child is getting a good education at school (S2016)	98%	93%	93%
this is a good school (S2035)	95%	95%	89%
their child likes being at this school* (S2001)	94%	92%	86%
their child feels safe at this school* (S2002)	98%	97%	91%
their child's learning needs are being met at this school* (S2003)	90%	91%	91%
their child is making good progress at this school* (S2004)	94%	91%	89%
teachers at this school expect their child to do his or her best* (S2005)	98%	94%	89%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	90%	84%
teachers at this school motivate their child to learn* (S2007)	87%	87%	80%
teachers at this school treat students fairly* (S2008)	85%	91%	93%
they can talk to their child's teachers about their concerns* (S2009)	95%	94%	89%
this school works with them to support their child's learning* (S2010)	94%	92%	89%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
this school takes parents' opinions seriously* (S2011)	87%	91%	87%
student behaviour is well managed at this school* (S2012)	87%	89%	76%
this school looks for ways to improve* (S2013)	90%	95%	89%
this school is well maintained* (S2014)	90%	88%	84%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	87%	88%
they like being at their school* (S2036)	95%	81%	82%
they feel safe at their school* (S2037)	97%	87%	92%
their teachers motivate them to learn* (S2038)	90%	78%	84%
their teachers expect them to do their best* (S2039)	98%	91%	95%
their teachers provide them with useful feedback about their school work* (S2040)	93%	80%	90%
teachers treat students fairly at their school* (S2041)	90%	70%	76%
they can talk to their teachers about their concerns* (S2042)	81%	68%	69%
their school takes students' opinions seriously* (S2043)	82%	68%	71%
student behaviour is well managed at their school* (S2044)	87%	71%	75%
their school looks for ways to improve* (S2045)	89%	79%	87%
their school is well maintained* (S2046)	83%	76%	76%
their school gives them opportunities to do interesting things* (S2047)	89%	81%	81%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	92%	97%	93%
they feel that their school is a safe place in which to work (S2070)	88%	94%	93%
they receive useful feedback about their work at their school (S2071)	70%	84%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	74%	73%	73%
students are encouraged to do their best at their school (S2072)	97%	98%	98%
students are treated fairly at their school (S2073)	88%	94%	95%
student behaviour is well managed at their school (S2074)	94%	95%	91%
staff are well supported at their school (S2075)	67%	78%	77%
their school takes staff opinions seriously (S2076)	59%	78%	69%
their school looks for ways to improve (S2077)	87%	94%	90%
their school is well maintained (S2078)	57%	56%	71%
their school gives them opportunities to do interesting things (S2079)	81%	86%	85%

* Nationally agreed student and parent/caregiver items

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017

'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 2017, 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 2017. Most significantly was discussion and planning to facilitate the selection of the Merit Application students for enrolment in Year 7 in 2018.

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, equitable 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	2015	2016	2017
Short Suspensions – 1 to 10 days	227	258	301
Long Suspensions – 11 to 20 days	3	22	13
Exclusions	3	5	13
Cancellations of Enrolment	8	12	10

Environmental Footprint

Reducing the school's environmental footprint

As a participant in the State's Solar and Efficiency Schools Program, Benowa State High School has been able to install a series of photovoltaic solar panels. This has assisted in us reducing greenhouse gas emissions during energy use. You can monitor our solar performance in real time by typing www.solarschools.net into your web browser.

Our Parents and Citizens Association has been very active in raising funds to continue with their goal to air-condition all classrooms across our campus. 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. We continue to monitor and minimize where possible our water and electricity consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	620,907	6,926
2015-2016	667,451	5,161
2016-2017	657,422	6,165

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	147	62	<5
Full-time Equivalents	138	49	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	5
Masters	20
Graduate Diploma etc.**	28
Bachelor degree	92
Diploma	2
Certificate	

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school

*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 2017 were \$84,377.00.

The major professional development initiatives are as follows:

- Reading 15
- Writing 17
- Numeracy 9
- School Community 58
- Pedagogical Frame 52

The proportion of the teaching staff involved in professional development activities during 2017 was 75%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	91%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	89%	87%

*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 2017 for all Queensland Secondary schools was 90%.

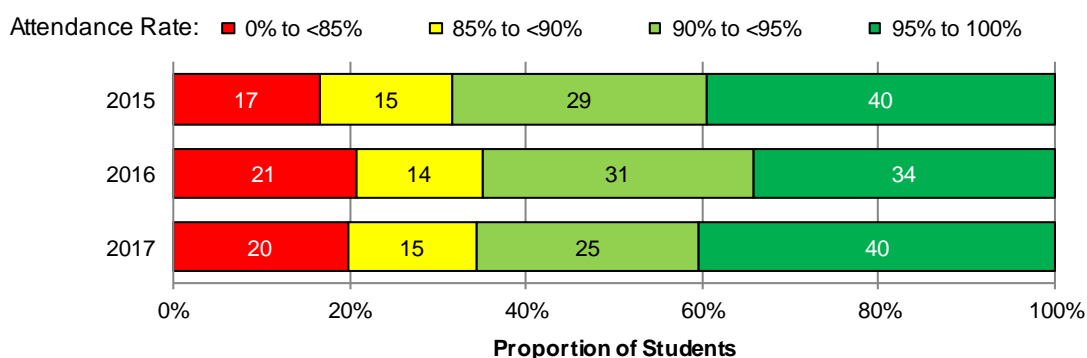
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	93%	91%	90%	90%	90%
2016								93%	91%	89%	90%	89%	88%
2017								94%	91%	89%	90%	90%	89%

*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 Department of Education 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

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	2015	2016	2017
Number of students receiving a Senior Statement	355	311	317
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	83	56	66
Percentage of Indigenous students receiving an Overall Position (OP)	0%	40%	13%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	60	50	55
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	291	280	263
Number of students awarded an Australian Qualification Framework Certificate II or above.	171	152	208
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	346	301	312
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	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.	90%	98%	95%
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%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	89%	97%

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
2015	15	35	25	7	1
2016	17	32	6	1	0
2017	15	28	20	3	0

As at 14th February 2018. 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
2015	271	88	111
2016	254	75	89
2017	202	152	86

As at 14th February 2018. The above values exclude VISA students.

Students at Benowa State High School have the opportunity to complete a Certificate I in IDMT as part of their curriculum course of study. Students can also choose to complete a Certificate II in Business and a Certificate II in Visual Arts – Photography as part of their chosen and studied curriculum. These are optional and personal choices for the students to make in regards to the areas of study and their chosen vocational career pathways.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	85%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	83%	83%	100%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

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 are described below.

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 2017, 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;

Interstate	4.80%
Overseas	35.20%
Employment	8.00%
F/T VET / Further Education & Training	8.00%
Non state secondary	10.40%
Other	8.00%
State Secondary	18.40%
Unknown	7.20%

Conclusion