

Benowa State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

This Report contains a range of information in regard to the progress of Benowa State High School towards agreed goals. The school reporting period for 2015 saw a number of significant events occur that together position the school well within and beyond the Gold Coast education community.

The enrolment process in 2015 saw almost 70% of Years 7 for 2015 selected for the school's three merit enrolment areas.

School progress towards its goals in 2015

The 2015 AIP featured three key focus areas including pedagogical and curriculum frameworks, Data to Performance and the ICT focus of 1 to 1 Computers. The frameworks focus was commenced in 2012 and was scheduled to continue into 2013. By end of 2012 the ACARA core subjects had commenced unit planning in One School as determined through consultation with the school's Head of Department Team. 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 2015.

Satisfaction with the school has shown significant improvement from the already high level benchmarks.

Significant use of data in One School was seen to be a growing feature of practice across the school in 2015. Beyond the NSCFF roll out, laptops were issued to all Year 8-12 students with a significant percentage uptaking the 'take home' provision offered by the school. A BYOX Agenda was delivered in 2015 to Years 7/8/9.

Future outlook

Key considerations for Benowa State High School in 2015 included positioning the school to consolidate the Year 7 students to secondary school programs 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 has commenced and there will be a visiting team in the school in October 2016.

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

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school: 2016

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1958	1001	957	41	93%
2014	1893	979	914	40	95%
2015	2016	1032	984	42	95%

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:

Benowa State High School continues to enrol students for 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	23
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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	206	181	227
Long Suspensions - 6 to 20 days	9	2	3
Exclusions	6	4	3

Cancellations of Enrolment	10	12	8
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* 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

- 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.

Extra curricula 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 improve 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

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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	94%	98%
this is a good school (S2035)	95%	93%	95%
their child likes being at this school (S2001)	91%	96%	94%
their child feels safe at this school (S2002)	100%	95%	98%
their child's learning needs are being met at this school (S2003)	95%	92%	90%
their child is making good progress at this school (S2004)	95%	94%	94%
teachers at this school expect their child to do his or her best (S2005)	95%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	90%	85%	90%
teachers at this school motivate their child to learn (S2007)	90%	86%	87%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
teachers at this school treat students fairly (S2008)	84%	87%	85%
they can talk to their child's teachers about their concerns (S2009)	95%	89%	95%
this school works with them to support their child's learning (S2010)	94%	86%	94%
this school takes parents' opinions seriously (S2011)	95%	86%	87%
student behaviour is well managed at this school (S2012)	91%	85%	87%
this school looks for ways to improve (S2013)	95%	94%	90%
this school is well maintained (S2014)	90%	81%	90%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	93%	96%
they like being at their school (S2036)	90%	95%	95%
they feel safe at their school (S2037)	94%	95%	97%
their teachers motivate them to learn (S2038)	91%	81%	90%
their teachers expect them to do their best (S2039)	97%	95%	98%
their teachers provide them with useful feedback about their school work (S2040)	92%	88%	93%
teachers treat students fairly at their school (S2041)	82%	77%	90%
they can talk to their teachers about their concerns (S2042)	82%	73%	81%
their school takes students' opinions seriously (S2043)	81%	84%	82%
student behaviour is well managed at their school (S2044)	76%	83%	87%
their school looks for ways to improve (S2045)	91%	93%	89%
their school is well maintained (S2046)	86%	93%	83%
their school gives them opportunities to do interesting things (S2047)	92%	92%	89%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	96%	96%	92%
they feel that their school is a safe place in which to work (S2070)	94%	98%	88%
they receive useful feedback about their work at their school (S2071)	81%	75%	70%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	78%	74%
students are encouraged to do their best at their school (S2072)	100%	96%	97%
students are treated fairly at their school (S2073)	97%	94%	88%
student behaviour is well managed at their school (S2074)	94%	98%	94%
staff are well supported at their school (S2075)	77%	75%	67%
their school takes staff opinions seriously (S2076)	77%	68%	59%
their school looks for ways to improve (S2077)	97%	92%	87%

Performance measure

Performance measure	2013	2014	2015
Percentage of school staff who agree [#] that:			
their school is well maintained (S2078)	62%	65%	57%
their school gives them opportunities to do interesting things (S2079)	84%	86%	81%

'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 2015, 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 Phase subject selection process. More than 2,000 people attend these important school community functions in 2015. 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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

At the start of the 2015 school year we saw the introduction of year seven students into Queensland Secondary Schools, (Flying Start). 293 year seven students were enrolled at Benowa State High School at the start of the 2015 school year. A new, state of the art, multi-level building was built to accommodate the year seven students. These factors would help explain the increase in the amount of electricity and water consumption across the campus, specified in the environmental footprint indicators.

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 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 minimise, where possible, our electricity consumption.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	539,750	3,175
2013-2014	587,546	4,931
2014-2015	620,907	6,926

*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	145	57	<5

Full-time equivalents

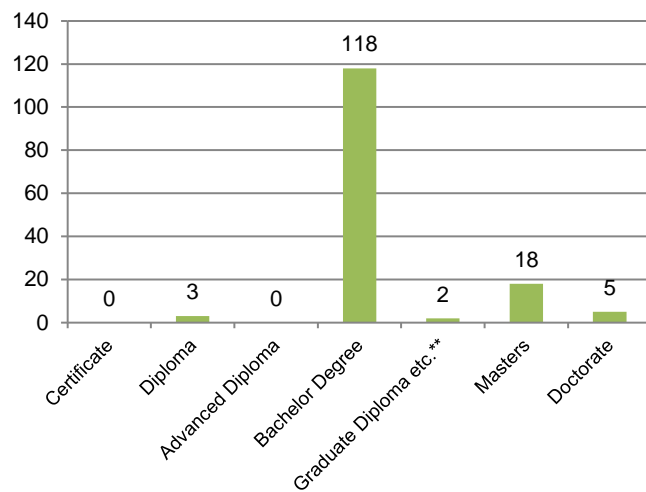
133

46

<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	3
Advanced Diploma	0
Bachelor Degree	118
Graduate Diploma etc.**	2
Masters	18
Doctorate	5
Total	146



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$87,395

The major professional development initiatives are as follows:

- VET training
- Naplan
- QCAA Inservice & Panel Training
- ACHPER
- Mathematics Curriculum Pedagogy & Assessments
- Histories Facilitator Training
- Study Tour & Professional Visits Accredited Training
- Music Conference
- Health & Well-being Conference
- Steiner School Conference
- BEAQ Conference and Industry Visits
- Languages
- Hawker Brownlow Conference
- INTAD Conference
- QSPA Conference
- Principals of Great Pedagogical Practice
- ACER Research Conference
- Numeracy Workshops
- Beginning Teachers Workshops
- Behaviour Management Seminar
- SAS Implementation – Arts/Tourism
- QCS Professional Development
- Marine Conference
- First Aid and CPR Training
- Curriculum Leadership Training
- Tactical Teaching of Reading
- Athletics Coaching
- HEIA Yr 7-10 Assessment Training

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%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

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).	91%	90%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	87%	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)

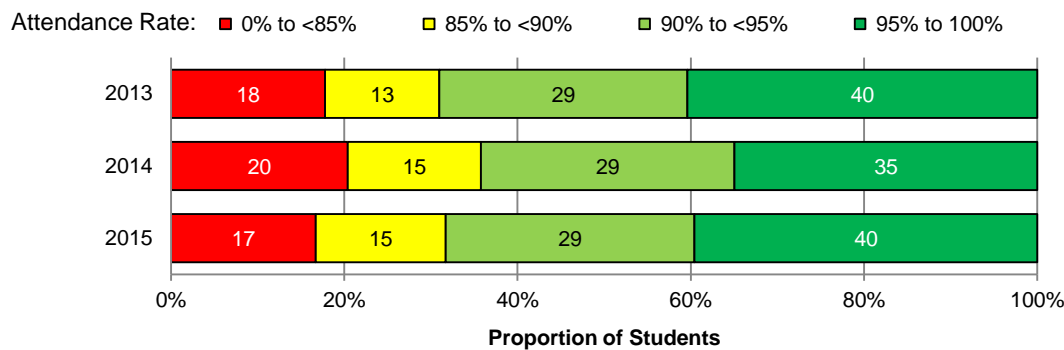
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									94%	90%	92%	90%	89%
2014									93%	90%	89%	89%	89%
2015								93%	93%	91%	90%	90%	90%

*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 school implements electronic marking to address issues of fractional truancy and the accuracy of roll marking. Year Co-ordinators 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 "T" letters (now 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 ID Attend system of student attendance management and monitoring and follow up with parents is conducted by Directors of Phases.

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.	83%	82%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	56%	92%	83%
Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	303	310	355
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	115	76	83
Percentage of Indigenous students receiving an Overall Position (OP)	25%	18%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	40	50	60
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	226	250	291
Number of students awarded an Australian Qualification Framework Certificate II or above.	138	135	169
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	274	295	346
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	91%	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.	84%	93%	90%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90%	96%	92%

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	15	43	39	18	0
2014	20	33	18	5	0
2015	15	35	25	7	1

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	198	62	92
2014	233	78	83
2015	271	88	109

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

Students from Benowa SHS are able to undertake a variety of Certificate courses during their Senior Secondary schooling phase. These courses range from Certificate I through to Certificate IV and are accessed via onsite delivery, TAFE, school based traineeships or private RTOs. The school also delivers a Diploma of Business in partnership with a RTO.

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

Occasionally (e.g. one or two) students who are in traineeships are offered full-time apprenticeships and they leave school.

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 2015, 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 One School
- Exclusions are case managed by SGO in District office