

Queensland State School Reporting – 2011

Benowa State High School (2150)



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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 2011 saw a number of significant events occur that together position the school within and beyond the Gold Coast education community. The Council of International Schools completed the five year accreditation visit of the school in November 2011 and this visit both confirmed the schools continuing accreditation and also provided valuable advice on the school's commitment to school improvement. A range of actions were identified and now form the core of cycles of improvement through until 2017.

Benowa State High School enrolment has now grown 25% in five years and this is a direct reflection of the school culture that the community has developed and supported.

School progress towards its goals in 2011

One to one laptop programs were planned for delivery in Year 9 in 2011 and this was achieved as planned. The infrastructure and modelling for laptops across Years 9-12 was also established in 2011 and included a business case for an alternate machine purchase to better meet the enrolment growth anticipated for 2012.

Staff professional development in ICT was an important goal in 2011 and the implementation of the 'Symphony of Teaching and Learning' in-service with staff was a highlight across the school towards achieving this goal. The inclusion of student achievement data in teacher evidence based decision making continued to be targeted throughout 2011.

Future outlook

Key considerations for Benowa State High School beyond 2011 include positioning the school for the introduction of Year 7 students to secondary schools (Flying Start) and the Independent Public Schools opportunity that may provide 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.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Year 8 - Year 12
Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1847	952	895	92%

Characteristics of the student body:

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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	
Year 4 – Year 10	23.9
Year 11 – Year 12	20.6
All Classes	22.7

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	329
Long Suspensions - 6 to 20 days	40
Exclusions	2
Cancellations of Enrolment	24

Curriculum offerings

Our distinctive curriculum offerings:-

- Nationally recognised French Immersion program;
- Sporting Excellence program;
- Music Excellence program;
- Dance Excellence program;
- Middle Phase 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;
- 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 Digital Pedagogical Licences and competence with the 'Symphony of Teaching & Learning' skills.
- All teaching spaces feature digital ceiling projectors, the school is MOE compliant and teaching staff have laptops.

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.

Parent, student and teacher satisfaction with the school

Benowa State High School has sustained an average enrolment growth of 5% for each of the last five years and feedback from the school community suggests that this is a reflection of the school's reputation. This reputation is founded in the school's four core values and in the achievements of students across a broad and comprehensive curricula and co-curricula program.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	67%
Percentage of students satisfied that they are getting a good education at school	68%
Percentage of parents/caregivers satisfied with their child's school	76%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	39%
Percentage of staff members satisfied with morale in the school	71%

DW – Data withheld

Involving parents in their child's education

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 2011, the association was influential in the air-conditioning of classrooms and a range of individual student support provisions including scholarships.

"Benowa Expos" provide the culmination from Year 7 to Year 8 transition and also the Senior Phase subject selection process. More than 3,000 people attend these important school community functions in 2011.

Reducing the school's environmental footprint

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

The school has implemented measures to ensure our precious natural resources are respected and used efficiently throughout our business offices and service delivery. As a priority, steps have been taken to urgently and dramatically reduce our carbon emissions and our water consumption.

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*. Further as well as a successful *National Solar School's Program* grant application. You can follow our progress in reducing the school's environmental footprint at solarschools.net.

Initiatives such as the School Water Efficiency Program (SWEP) were implemented at our school to reduce water use and to meet mandatory Queensland Water Commission requirements.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	351,604	9,173
2010	505,664	6,513
% change 10 - 11	-30%	41%

Our staff profile

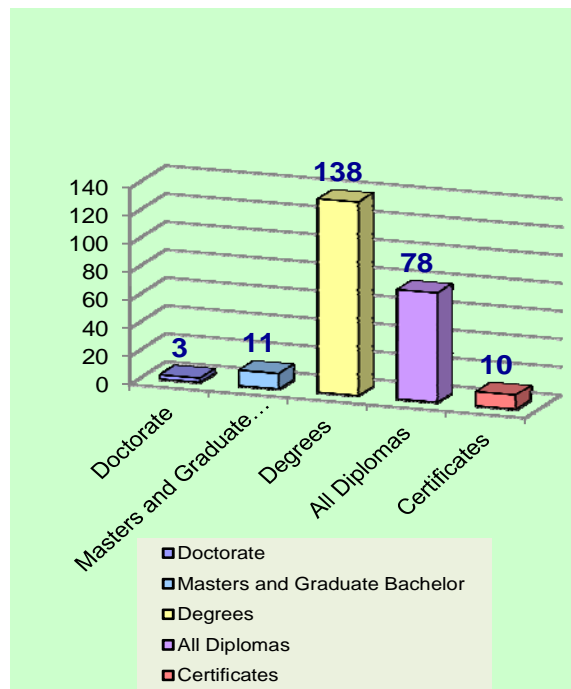
Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	131	45	<5
Full-time equivalents	121	35	<5

Qualifications of all teachers

The graphed qualifications data of classroom teachers and school leaders employed at the school is based on those staff employed at the end of Term 4 each year. Qualifications are reported at the highest level of attainment. The table and chart below describe the distribution of qualifications.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	3
Masters and Graduate Bachelor	11
Degrees	138
All Diplomas	78
Certificates	10



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$66,018.12.

The major professional development initiatives are as follows:

- curriculum and pedagogical framework;
- curriculum in-service and conferences;
- data-persuading and influencing (planning, teaching and learning);
- e-learning;
- differentiated teaching;
- first aid training;
- ICT professional development.

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2011 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

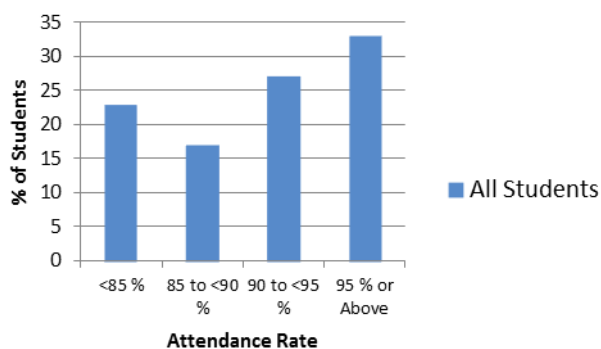
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
							93%	90%	88%	89%	88%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

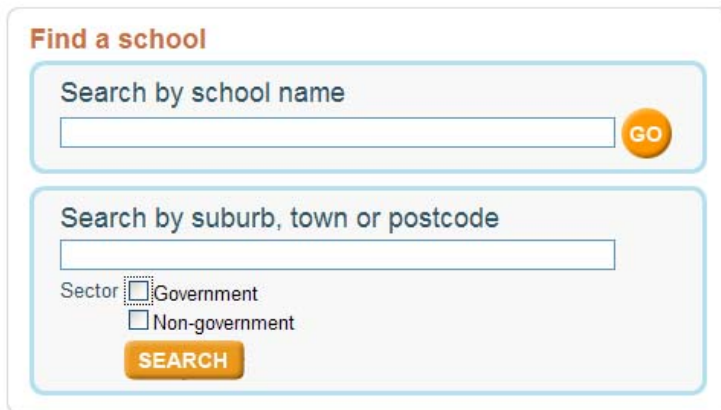
The school has implemented electronic marking to address issues of fractional truancy and the accuracy of roll marking. Year Co-ordinators and Phase Directors liaise with parents on issues of compulsory attendance that arise from systemic monitoring of student attendance. The school sends text messages 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.

Performance of our students

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.



The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with two options: "Government" (selected) and "Non-government", and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Performance of our students

Achievement – Closing the Gap

The schools Smart ATSI data 2008-2011 shows a positive correlation between attendance and academic improvement. The school's English index of improvement is 64.5% whilst Mathematics and Science are at 44%. Attendance rates show regression in 75% of students across Year 10 in the 2010-2011 period, with the most significance concern in Year 10 which is regarded as the important transition to the Senior Phase.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 83%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	261
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	114
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	28
Number of students awarded one or more Vocational Educational Training qualifications.	187
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	97
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	244
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	75%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	85%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
17	38	30	27	2

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
174	44	66

At Benowa State High School we offer Certificate 1 in Work Education to vocational Year 12 students and also to Year 10s we offer Certificate 1 in Business as well as Certificate 1 in Information Technology.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

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 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 2011, the school had 344 enrolled students leave for alternative education sites and pathways, geographic locations or the workforce. The breakdown of these departures and destinations is highlighted below:

Workforce - n34 9%

Study – n146 42%

Overseas - n76 22%

Interstate - n50 15%

Cancelled/Exclusion - n19 6%

Alternative Ed Programs - n22 6%

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