

Benowa State High School

Queensland State School Reporting

2014 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 2014 saw a number of significant events occur that together position the school well within and beyond the Gold Coast education community. Most significantly has been the arrival of Year 7 to Secondary and the associated planning and infrastructure to deliver this outcome agenda.

The enrolment process in 2014 saw almost 70% of Years 7 & 8 for 2015 selected for the school's three merit enrolment areas.

School progress towards its goals in 2014

The 2014 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 2014.

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 2014. 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 is planned for 2015.

Future outlook

Key considerations for Benowa State High School in 2014 included positioning the school for the introduction of Year 7 students to secondary school (Flying Start) 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 2100 students and will see facility provision to match this number of students beyond 2014. The accreditation with CIS has commenced and will be a visiting team in the school in late 2016.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school: 2002

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1942	997	945	91%
2013	1958	1001	957	93%
2014	1893	979	914	95%

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

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		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	24	23
Year 11 – Year 12	22	21	21

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	323	206	181
Long Suspensions - 6 to 20 days	33	9	2
Exclusions [#]	20	6	4
Cancellations of Enrolment	7	10	12

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- 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 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

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	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	96%	95%	94%
this is a good school (S2035)	92%	95%	93%
their child likes being at this school* (S2001)	88%	91%	96%
their child feels safe at this school* (S2002)	92%	100%	95%
their child's learning needs are being met at this school* (S2003)	88%	95%	92%
their child is making good progress at this school* (S2004)	88%	95%	94%
teachers at this school expect their child to do his or her best* (S2005)	91%	95%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	78%	90%	85%
teachers at this school motivate their child to learn* (S2007)	88%	90%	86%
teachers at this school treat students fairly* (S2008)	83%	84%	87%
they can talk to their child's teachers about their concerns* (S2009)	91%	95%	89%
this school works with them to support their child's learning* (S2010)	87%	94%	86%
this school takes parents' opinions seriously* (S2011)	82%	95%	86%
student behaviour is well managed at this school* (S2012)	88%	91%	85%
this school looks for ways to improve* (S2013)	81%	95%	94%
this school is well maintained* (S2014)	91%	90%	81%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	88%	97%	93%
they like being at their school* (S2036)	87%	90%	95%
they feel safe at their school* (S2037)	88%	94%	95%
their teachers motivate them to learn* (S2038)	83%	91%	81%
their teachers expect them to do their best* (S2039)	95%	97%	95%
their teachers provide them with useful feedback about their school work* (S2040)	81%	92%	88%
teachers treat students fairly at their school* (S2041)	75%	82%	77%
they can talk to their teachers about their concerns* (S2042)	60%	82%	73%
their school takes students' opinions seriously* (S2043)	72%	81%	84%
student behaviour is well managed at their school* (S2044)	77%	76%	83%
their school looks for ways to improve* (S2045)	86%	91%	93%
their school is well maintained* (S2046)	71%	86%	93%
their school gives them opportunities to do interesting things* (S2047)	84%	92%	92%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	96%
they feel that their school is a safe place in which to work (S2070)		94%	98%
they receive useful feedback about their work at their school (S2071)		81%	75%
students are encouraged to do their best at their school (S2072)		100%	96%
students are treated fairly at their school (S2073)		97%	94%
student behaviour is well managed at their school (S2074)		94%	98%
staff are well supported at their school (S2075)		77%	75%
their school takes staff opinions seriously (S2076)		77%	68%
their school looks for ways to improve (S2077)		97%	92%
their school is well maintained (S2078)		62%	65%
their school gives them opportunities to do interesting things (S2079)		84%	86%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

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 2014, 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 7 to Year 8 transition and also the Senior Phase subject selection process. More than 2,000 people attend these important school community functions in 2013. Most significantly was discussion and planning to facilitate the selection of the Merit Application students for enrolment in Year 8 in 2014.

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.

The school has implemented measures to ensure our precious natural resources are respected and used efficiently throughout our business offices and service delivery. We continue to monitor and minimise, where possible, our electricity 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.

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. Positive results continue to be achieved under this program, notably an almost 25% reduction in the use of water in the most recent reporting period.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	835,456	4,166
2012-2013	539,750	3,175
2013-2014	587,546	4,931

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.

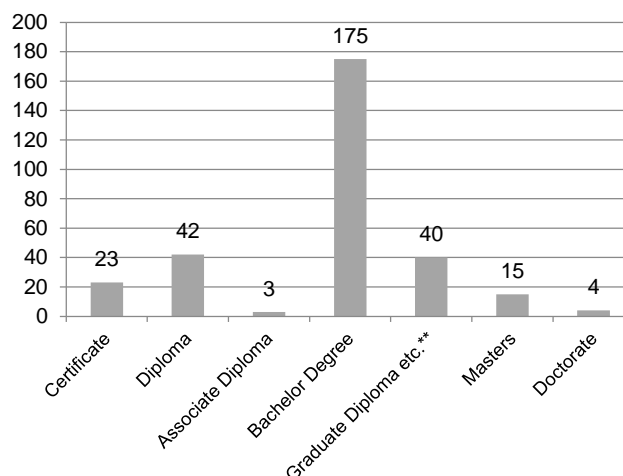
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	135	53	<5
Full-time equivalents	127	42	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	23
Diploma	42
Associate Diploma	3
Bachelor Degree	175
Graduate Diploma etc.**	40
Masters	15
Doctorate	4
Total	302



*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 2014 were \$71,899.37

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 2014 was 100%.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	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 2014 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 webpage.

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

2014 Year to Date Actual

Opening Balance:	- 686,921.12
Revenue:	- 3,145,084.70
Expenses:	3,066,103.82
Balance of operating fees:	- 765,902.00
Balance of funds available:	- 765,902.00
Grants received:	2,389,021.00

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	90%

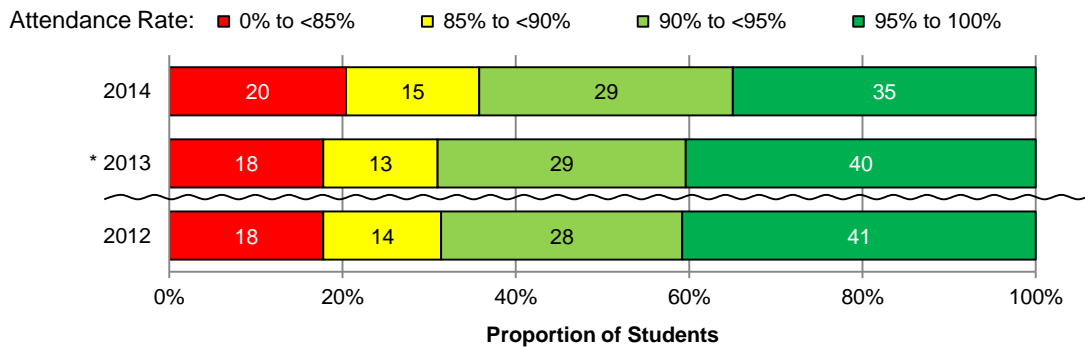
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								93%	91%	90%	90%	91%
2013								94%	90%	92%	90%	89%
2014								93%	90%	89%	89%	89%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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 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/>.

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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.

Achievement – Closing the Gap

This high level of attendance has contributed positively toward academic outcomes across Years 8-12. All students completing 91% of students completing Year 12 received their Queensland Certificate of Education (QCE).

Year 12 received their Queensland Certificate of Education, 100% OP 1-15, 100% QCE, VET, SAT and 37% received a Certificate II or higher qualification. These positive outcomes are the regular at Benowa State High School with a variety of learning, supports, intervention and enrichment opportunities to help every student attain their dream pathway.

Cultural activities are also a regular feature at the school, promoting greater connection to understanding local history and connection with Cultural heritage.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	88%	83%	82%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	302	303	310
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	114	115	76
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	61	40	50
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	238	226	250
Number of students awarded an Australian Qualification Framework Certificate II or above.	146	138	134
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	269	274	295
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.	82%	84%	93%
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.	98%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	90%	96%

As at 19 February 2015. 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
2012	17	37	40	19	1

2013	15	43	39	18	0
2014	20	33	18	5	0

As at 19 February 2015. 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
2012	203	94	82
2013	198	62	92
2014	233	78	81

As at 19 February 2015. The above values exclude VISA students.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 2014, 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