



Benowa State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*

Department of Education



Queensland  
Government

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<b>Contact person</b>	Mark Rickard, Executive Principal

## From the Principal

### School overview

Benowa State High School is an internationally accredited Years 7 to 12 broad comprehensive secondary school of 1900 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 features in Junior Secondary (Years 7/9). 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, Bond University and Souther Cross University. Our 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.

### School progress towards its goals in 2018

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

The 2018 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 2018.

The Key Performance Indicators (KIPs) in the school's AIP are monitored by the School Council, a group the also oversee the development and approval of the KPIs. Teacher Coaches in Reading, Writing and Numeracy continue to develop school wide strategies that have supported improved student learning outcomes as evidenced in NAPLAN results in 2018.

Satisfaction with the school shows high level of support as indicated through the School Opinion survey. Significant use of data in OneSchool was a growing feature of practice across the school in 2018. Beyond the NSCFF roll out, the BYOX Agenda was delivered in 2018 to Years 7-12.

### Future outlook

Key considerations for Benowa State High School in 2018 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 did 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 2018.

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

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1932	1895	1893
Girls	1000	1015	1024
Boys	932	880	869
Indigenous	39	43	36
Enrolment continuity (Feb. – Nov.)	94%	93%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	22
Year 11 – Year 12	21	20	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum delivery

### Our approach to curriculum delivery

- International Baccalaureate Diploma Program;
- Nationally recognised French Immersion program;
- Sporting Excellence program;
- Music Excellence program;
- Dance Excellence program;
- STEM Excellence program;
- Junior Secondary Steiner program;
- Distinct Junior and Senior Secondary Philosophies;
- Distinctive vocational links with TAFE and school based traineeships;
- Internationalism embedded across the curriculum.

## Co-curricular activities

- International language and culture exchanges;
- International study tours;
- International trips e.g. IBDP Community and Service (CAS) trip to Vietnam, STEM trip to NASA;
- 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. The introduction of Vertical House Groups in 2018 has facilitated the enhancement of House identity and a whole school interaction model that allows for students in Years 7 - 12 to establish positive and supportive relationships. A strong and effective Student Services team support the student body as required.

Benowa State High School has a firm no tolerance policy regarding bullying and maintains discipline policy through school and community consultation.

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	93%	93%	90%
• this is a good school (S2035)	95%	89%	90%
• their child likes being at this school* (S2001)	92%	86%	91%
• their child feels safe at this school* (S2002)	97%	91%	92%
• their child's learning needs are being met at this school* (S2003)	91%	91%	86%
• their child is making good progress at this school* (S2004)	91%	89%	92%
• teachers at this school expect their child to do his or her best* (S2005)	94%	89%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	84%	84%
• teachers at this school motivate their child to learn* (S2007)	87%	80%	83%
• teachers at this school treat students fairly* (S2008)	91%	93%	86%
• they can talk to their child's teachers about their concerns* (S2009)	94%	89%	91%
• this school works with them to support their child's learning* (S2010)	92%	89%	82%
• this school takes parents' opinions seriously* (S2011)	91%	87%	84%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• student behaviour is well managed at this school* (S2012)	89%	76%	80%
• this school looks for ways to improve* (S2013)	95%	89%	91%
• this school is well maintained* (S2014)	88%	84%	85%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	87%	88%	95%
• they like being at their school* (S2036)	81%	82%	86%
• they feel safe at their school* (S2037)	87%	92%	91%
• their teachers motivate them to learn* (S2038)	78%	84%	87%
• their teachers expect them to do their best* (S2039)	91%	95%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	80%	90%	88%
• teachers treat students fairly at their school* (S2041)	70%	76%	81%
• they can talk to their teachers about their concerns* (S2042)	68%	69%	72%
• their school takes students' opinions seriously* (S2043)	68%	71%	75%
• student behaviour is well managed at their school* (S2044)	71%	75%	79%
• their school looks for ways to improve* (S2045)	79%	87%	91%
• their school is well maintained* (S2046)	76%	76%	81%
• their school gives them opportunities to do interesting things* (S2047)	81%	81%	91%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	93%	95%
• they feel that their school is a safe place in which to work (S2070)	94%	93%	95%
• they receive useful feedback about their work at their school (S2071)	84%	82%	77%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	73%	84%
• students are encouraged to do their best at their school (S2072)	98%	98%	98%
• students are treated fairly at their school (S2073)	94%	95%	93%
• student behaviour is well managed at their school (S2074)	95%	91%	92%
• staff are well supported at their school (S2075)	78%	77%	78%
• their school takes staff opinions seriously (S2076)	78%	69%	71%
• their school looks for ways to improve (S2077)	94%	90%	84%
• their school is well maintained (S2078)	56%	71%	66%

Percentage of school staff who agree# that:	2016	2017	2018
• their school gives them opportunities to do interesting things (S2079)	86%	85%	72%

\* 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 2018, 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 2018. Most significantly was discussion and planning to facilitate the selection of the Merit Application students for enrolment in Year 7 in 2019.

Benowa SHS continues to work with the school community to develop a clearer understanding of the new QCE system to be implemented in Senior Secondary in 2019.

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

## Respectful relationships education programs

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

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	258	301	241
Long suspensions – 11 to 20 days	22	13	8
Exclusions	5	13	4
Cancellations of enrolment	12	10	4

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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](http://www.solarschools.net) into your web browser.

Our Parents and Citizens Association has been very successful in raising funds to air-condition all classrooms and this was completed in January 2019. Careful consideration has been given to selecting air-conditioning units which are fit for purpose as well as being environmentally friendly. All air-conditioners are set to operate 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.

The school Environment Council is led by Susan Cerato, David Tindal and Anthony Larkin who meet weekly with a group of students to review their programs and discuss new initiatives. This group is very active in promotion of

environmentally friendly programs which include: planting a koala food tree plantation on the school grounds; and a bird wing butterfly vines and butterfly garden. Additionally, they have introduced new bins for the recycling of plastic bottles, which will be recycled for fundraising purposes and bins for staffrooms to recycle paper. In a bid to reduce single use plastic, the students have also raised money to purchase paper straws.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	667,451	657,422	692,950
Water (kL)	5,161	6,165	7,669

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## 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.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile



## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	149	59	<5
Full-time equivalents	139	47	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	5	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	20	
Graduate Diploma etc.*	3	
Bachelor degree	119	
Diploma	2	
Certificate		

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$101,632.48.

The major professional development initiatives are as follows:

- VET (including TAE update)
- Literacy
- Duke of Edinburgh
- Administration systems (DET, OneSchool and Train the Trainer)
- Languages

The proportion of the teaching staff involved in professional development activities during 2018 was 75%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 97% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	91%	91%
Attendance rate for Indigenous** students at this school	89%	87%	86%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

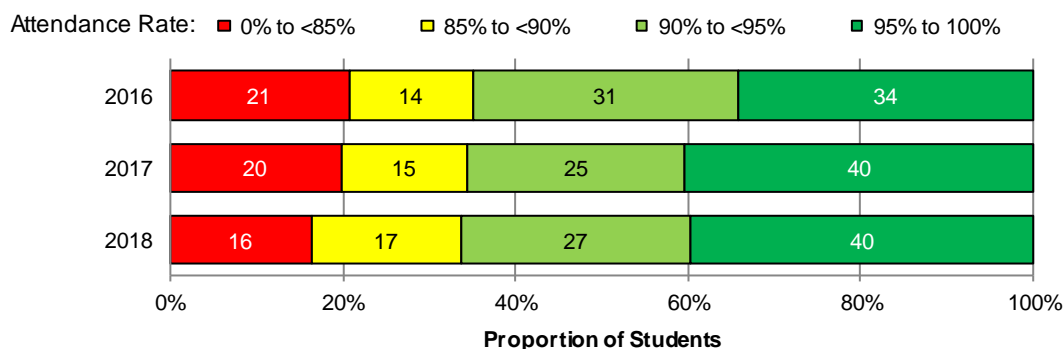
Year level	2016	2017	2018
Year 7	93%	94%	93%
Year 8	91%	91%	91%
Year 9	89%	89%	91%
Year 10	90%	90%	89%
Year 11	89%	90%	91%
Year 12	88%	89%	91%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



### Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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 House 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.

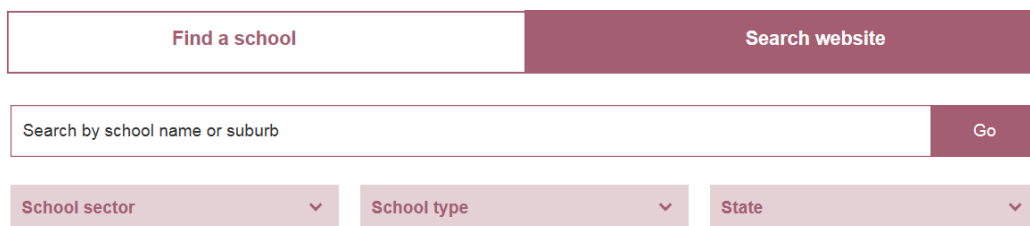
A large and effective team within Student Support Services also work proactively with families to support re-engagement or alternative pathways solutions.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	311	317	270
Number of students awarded a QCIA	1	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	301	312	270
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	56	66	47
Percentage of Indigenous students who received an OP	40%	13%	0%
Number of students awarded one or more VET qualifications (including SAT)	280	263	254
Number of students awarded a VET Certificate II or above	152	208	192
Number of students who were completing/continuing a SAT	50	55	50
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	98%	95%	96%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	89%	97%	97%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	17	15	10
6-10	32	28	23
11-15	6	20	12
16-20	1	3	2
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	254	202	208
Certificate II	75	152	157
Certificate III or above	89	86	84

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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 III 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. Students also attain a range of VET qualifications through the establishment and completion of school based Traineeships.

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	85%	83%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	83%	100%	67%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

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 2018, the school had students leave for alternative education sites and pathways, geographic locations or the workforce. A small number of students in Years 11 and 12 at-risk of having their enrolment cancelled due to non-participation in their program of study, have been supported with their transition into alternative training and employment pathways by our Guidance Officers and Director of Senior Secondary.

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	5%
Overseas	30%
Employment	5%
F/T VET / Further Education & Training	8%
Non state secondary	20%
Other	9%
State Secondary	13%
Unknown	10%

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.benowashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>