Success For All

Beerwah State High School

ANNUAL REPORT

2016

Queensland State School Reporting

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Department of Education and Training

Queensland Government

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School Overview

Welcome to Beerwah State High School.

Beerwah State High School is situated in the Glasshouse Mountains township of Beerwah and services the communities from Mooloolah to Elimbah. We are a coeducational school catering for grades 7 to 12. The school was established in 1992 and even though we are a relatively young school, we have developed a culture and traditions that one would expect to find in a much older school. The school values of RESPECT, RESPONSIBILITY and SAFETY resonate throughout the school with a very visible presence. The school motto SUCCESS FOR ALL links closely with the State Schooling strategic goal of "Every Child Succeeding".

This Annual Report will outline many aspects of the school including:
  - Attainment of identified goals
  - Curriculum offerings
  - Student outcomes
  - Staff qualifications
  - Future perspectives

Principal's Foreword

Introduction

School Progress towards its goals in 2016

Beerwah State High School has made excellent progress towards addressing many of the key goals that were identified in the 2016 Annual Implementation Plan.
We have continued to develop our Junior School Curriculum for the expansion of the National Curriculum.
2016 saw a sustained focus on Reading as the main Literacy Strategy with all teachers in-serviced in a number of strategies including the Tactical Teaching of Reading and a strategy from the QCAA called the "Eagle and Wolf" strategy.

Our year 7 and 9 students also underwent the NAPLAN testing with a number of preparation programs being run to assist the students with the test conditions and structure.
We have continued to progress our Positive Behaviour for Learning agenda, with more students successfully gaining a gold card and explicit behaviour lessons being rolled out across all year levels outlining expected behaviours.

In our Senior School we have continued to offer a number of diverse pathways for our students, including School–Based Traineeships and Apprenticeships as well as options to attend TAFE. Head-start Programs offered by the various Universities have been actively taken up by a number of students, with many of them receiving excellent results.

Our OP results for 2016 were high with 80 % of eligible students receiving an OP 1-15, increasing from 78% (2015) and 76 % (2014).

100% Percent of Year 12 students were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.
Our Independent Learning Centre will continue to cater for the needs of our senior students who are participating in traineeships, apprenticeship or TAFE and provides them with a place for independent learning.

We have seen an increase in the number of students accessing courses through the Brisbane School of Distance Education and theses students are also supported within the ILC.

We have continued to progress our Positive Behaviour for Learning agenda with more students successfully gaining a gold cards. In addition to this, explicit behaviour lessons are rolled out across all year levels outlining expected behaviours.

Future Outlook

2017 will see a continuation of the key target areas from 2016. These will include-

1. **LITERACY** – Ensuring that the READING strategies delivered in 2016 are provided to all new staff and are revisited   throughout the year. A whole of school approach to writing will be introduced in 2017. There will be a focus on paragraph writing
2. **NUMERACY** – There will be two key strategies to develop student Numeracy skills. These will include
   - the implementation of a 'number facts' program into year 7 and 8.
   - embedding "Inquiry Warm-Ups" as part of Jnr Maths program to improve problem solving strategies
3. **STUDENT ENGAGEMENT** with a focus on student attendance and behaviour. There will be a continuation of the Positive Behaviour for Learning framework and the introduction of the REBOOT program.

In 2017 strategic teams will be established to plan for future improvement in a variety of areas including:

- E- Learning for 21st Century students
- Effective Teaching Practice in every classroom including a project around New Pedagogies for Deep Learning
- STEM – Science Technology, Engineering and Mathematics
- Senior Assessment and the move to external assessment and the ATAR system.

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016:   Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb − Nov)
2014	866	430	436	57	91%
2015*	992	473	519	79	91%
2016	972	478	494	83	90%

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 2016, 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

Overview

The majority of students' families are of mid socio-economic status. The local community is experiencing growth as the local shopping precinct has expanded recently and there are a number of property developments in the area. The student body is comprised of 47.7% female students and 52.3 % male students. There were 8.35 % of students who identify as Indigenous and there were 7.9% of students with varying levels of disability, who were supported by our Education Services Department, either in mainstream classes or in specialist programs.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	24	23	22
Year 11 – Year 12	17	18	18

*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.

Curriculum Delivery

Our Approach to Curriculum Delivery

The curriculum is structured around a junior school (Year 7, 8 and 9) and a senior school (Year 10, 11 and 12). The Junior Secondary School Curriculum is based around the eight national Key Learning Areas and is reflective of the National Curriculum (ACARA). All faculties have had professional development in planning and reporting in the new framework.

A specialist Athletics Extension Program operates from Years 8 to 10. This program provides students the opportunity to reach their potential in a challenging learning environment in an area that meets their individual interest.

Special Needs teachers assist students with specific learning difficulties (for example, difficulties in reading, spelling or an inability to cope with basic Mathematics) by collaboratively designing and implementing educational programs more suited to a student's individual needs. Students identified with special needs may receive in class support, individual support programs, withdrawal sessions or individual student help with class work and assignments. Several intensive support programs cater for students in Year 7 and 8 who have weaknesses in either literacy or numeracy.

Beerwah State High School offers a large selection of subjects in the senior school. The curriculum allows students to pursue multiple pathways including a rigorous academic program, a contemporary arts program or a skills based vocational program. Flexible learning options such as the Sunshine Coast Trade Training Centre (SCTTTC), TAFE courses in Health related fields, School based Apprenticeships and Traineeships (SATs) and Brisbane School of Distance Education (BSDE) remain popular alternative senior course options. The school continued to investigate and expand its vocational certificate courses in 2016.

Co-curricular Activities

Many opportunities exist for student participation in a range of extra-curricular activities.

Beerwah High has a strong tradition of involvement and success in sports. A variety of sporting activities are offered to male and female students - an important aspect of which is that most are team sports. There are six inter-house events during the year:

- Swimming
- Cross Country
- Athletics Carnivals
- Triathlon
- Run the Corridors
- Cheer Cup

Other activities include:

- The Annual Battle of the Bands
- Public speaking (Rostrum, Jaycees, Apex and Lions)
- Musical productions, dance and drama showcases and the instrumental music program
- Interact Club and Student Council.

At certain times during the year, the school holds tutorials of workshops and extension activities. The needs of gifted and talented students are provided for through various enrichment programs offered by studies areas. Such activities include:

- Days of Excellence – eg Coalition Education Enrichment Program Year 6 students
- Opti-Minds Challenge
- Debating
- Mathematics, English, Computing, Geography and Science Competitions

Beerwah High also has a Gifted and Talented links program with Sunshine Coast University (Voices on the Coast, Science and engineering Challenge)

How Information and Communication Technologies are used to Assist Learning

Beerwah SHS is a C4T school and therefore each staff member has access to a personal laptop for their use. This has allowed for the development of ICT skills within the staff and further implementation of ICTs into the classroom. We have extended our availability of ICTs and have equipped the school with 60 fixed data projectors, 530 student laptops and 315 desktop computers.

Teachers are encouraged to regularly use ICTs to enhance learning through the incorporation of power point, internet searches, eLearn/eStudio, OneNote and subject specific software that is designed to expose students to industry standard programs. In 2016, 100% of learning spaces had intranet connectivity which would allow staff and student to access the school network.

Up to now parent supplied devices have not been able to connect effectively within the school network. Beerwah SHS is started to transition into a BYOD environment trialling the network capabilities in 2016. The school has updated its infrastructure to allow non-school supplied devices to connect and operate successfully on our school network. Both student and recent parent survey data, indicates there are increasing numbers of students and their families that wish to provide their own device for use within the school. By the end of 2016 thirty students were connected to the BYOD school network.

We will be continuing the transition into the BYOD environment in 2017 for all year levels.

Social Climate

Overview

Beerwah State High School uses a house structure as the focus for student welfare, developing positive student-teacher relationships, managing student behaviour and ensuring the maintenance and development of a supportive school learning environment. The primary reason for adopting this structure is the commitment of the school to ensuring quality student- teacher relationships. Positive relationships based on students and teachers knowing each other, relating to each as people and caring about each other lead to improved behaviour, better self-esteem, more focused learning environments and improved learning outcomes.

The Head of Department Student Services is responsible for coordinating student care and welfare activities and leading a range of specialist support personnel. The school is committed to Positive Behaviour for Learning support through our Personal Best strategy that seeks to acknowledge students for striving for great effort and behaviour and making positive choices via our GOLD card awards strategy.

The school is continuing to develop a junior school identity as well as continuing to promote the senior school agenda. There are numerous leadership opportunities offered to junior and senior students and a strong student council is active within the school.

Parent, Student and Staff Satisfaction
Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	**2014**	**2015**	**2016**
their child is getting a good education at school (S2016)	85%	97%	84%
this is a good school (S2035)	86%	91%	84%
their child likes being at this school* (S2001)	88%	100%	82%
their child feels safe at this school* (S2002)	91%	94%	82%
their child's learning needs are being met at this school* (S2003)	83%	92%	84%
their child is making good progress at this school* (S2004)	84%	94%	76%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	84%	94%	82%
teachers at this school motivate their child to learn* (S2007)	74%	92%	80%
teachers at this school treat students fairly* (S2008)	80%	91%	79%
they can talk to their child's teachers about their concerns* (S2009)	85%	91%	84%
this school works with them to support their child's learning* (S2010)	79%	91%	80%
this school takes parents' opinions seriously* (S2011)	77%	90%	78%
student behaviour is well managed at this school* (S2012)	79%	86%	69%
this school looks for ways to improve* (S2013)	88%	94%	83%
this school is well maintained* (S2014)	98%	94%	92%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	**2014**	**2015**	**2016**
they are getting a good education at school (S2048)	91%	90%	90%
they like being at their school* (S2036)	91%	86%	82%
they feel safe at their school* (S2037)	97%	80%	85%
their teachers motivate them to learn* (S2038)	86%	88%	79%
their teachers expect them to do their best* (S2039)	97%	95%	95%
their teachers provide them with useful feedback about their school work* (S2040)	83%	80%	81%
teachers treat students fairly at their school* (S2041)	76%	74%	70%
they can talk to their teachers about their concerns* (S2042)	73%	67%	63%

Performance measure			
Percentage of students who agree[#] that:	**2014**	**2015**	**2016**
their school takes students' opinions seriously* (S2043)	83%	69%	68%
student behaviour is well managed at their school* (S2044)	75%	63%	50%
their school looks for ways to improve* (S2045)	88%	86%	81%
their school is well maintained* (S2046)	92%	79%	80%
their school gives them opportunities to do interesting things* (S2047)	83%	79%	79%

Staff opinion survey

Performance measure			
Percentage of school staff who agree[#] that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	92%	94%	92%
they feel that their school is a safe place in which to work (S2070)	97%	95%	86%
they receive useful feedback about their work at their school (S2071)	84%	83%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	83%	85%
students are encouraged to do their best at their school (S2072)	96%	94%	88%
students are treated fairly at their school (S2073)	99%	96%	97%
student behaviour is well managed at their school (S2074)	93%	82%	78%
staff are well supported at their school (S2075)	78%	80%	88%
their school takes staff opinions seriously (S2076)	80%	81%	86%
their school looks for ways to improve (S2077)	95%	93%	92%
their school is well maintained (S2078)	95%	95%	96%
their school gives them opportunities to do interesting things (S2079)	84%	91%	83%

* 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

Our community actively participates in the life of the school through
- the Parents' and Citizens' Association, Student Council, committees, canteen helpers, Library volunteers and voluntary tutoring in reading.
- A monthly online newsletter is available for each family and community consultation is welcomed via online surveys and also consultation meetings when changes to school organisation are being considered.
- 2016 saw the introduction of a school Facebook page to continue to promote the success of students and staff.
- Student reports are provided at the end of each term/semester and parent teacher interviews take place at the early in terms 2 and 3.
- A welcome to secondary school and meet the teachers evening is held early in term 1 for new parents and students entering year 7.
- A subject selection expo is held end of term 2 to ensure that parents and students are adequately informed in relation to making subject choices for learning pathways in choosing electives for years 9 and 10 and for students moving into year 11 and the senior phase.
- Year 10 parents participate in interviews with key school personnel as part of the development of the Senior Education and Training Plan and also for subject selection.
- Staff are encouraged to communicate regularly with parent/caregivers throughout the year to discuss their child's progress and learning.
- Parents of Year 12 students play an integral part in their graduation celebrations during the final week of schooling.
- An Academic, Vocational, Sport and Cultural Awards Evening is held in term four to celebrate student effort and achievement.
- Our school actively participates in the community by staging musical and other artistic performances, through work experience programs and school based traineeships, supporting established community events, often with one of our three bands, by providing volunteers for local charities and service club projects and through providing resources for local events.
- The school has also encouraged selected parents to be involved in a Positive Parenting Program in an effort to engage students who might be at risk of disengaging from the school environment.

Respectful relationships programs

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

Throughout the Life Skills Units at Beerwah State High School students will investigate issues around violence and plan and critique strategies to enhance safety within the community. Within assessments students will evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses.

Through implementation of the Daniel Morcombe Child Safety Curriculum students will learn how to recognise, react and report when they are unsafe or find themselves in situations that can have a significant detrimental effect on their physical, psychological or emotional wellbeing. The lessons are sequentially and developmentally structured and include activities to develop students' skills. The lessons are complemented by take-home postcards and class-completed activities to share with families. This promotes ongoing communication in the home environment about key safety messages and strategies to keep safe.

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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	258	352	404
Long Suspensions – 6 to 20 days	12	15	16
Exclusions	3	2	2
Cancellations of Enrolment	10	1	7

* 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.

Environmental Footprint

Reducing the school's environmental footprint

- Protocols around energy minimization have been established

- Utility use is monitored on a regular basis

- Links to student curriculum are identified.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	255,816	8,281
2014-2015	372,853	25,169

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	383,116	2,997

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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.**

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	84	42	<5
Full-time Equivalents	78	30	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	4
Graduate Diploma etc.**	27
Bachelor degree	60
Diploma	12
Certificate	

*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 2016 were $ $54,839.72 (not including TRS)

The major professional development initiatives are as follows::

- Literacy Development of all teaching staff
- The Art and Science of Teaching
- Positive Behaviour for Learning
- Classroom Profiling
- ICT initiatives
- The up-skilling in staff regards to VET qualifications
- Leadership within Middle Management

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	90%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	80%	84%	83%

*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 2016 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
2014									89%	86%	84%	88%	86%
2015								91%	88%	88%	86%	92%	93%
2016								90%	88%	84%	85%	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.

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Student Attendance Distribution
The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% □ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	33	15	26	26
2015	24	13	25	38
2016	28	17	26	29

Proportion of Students
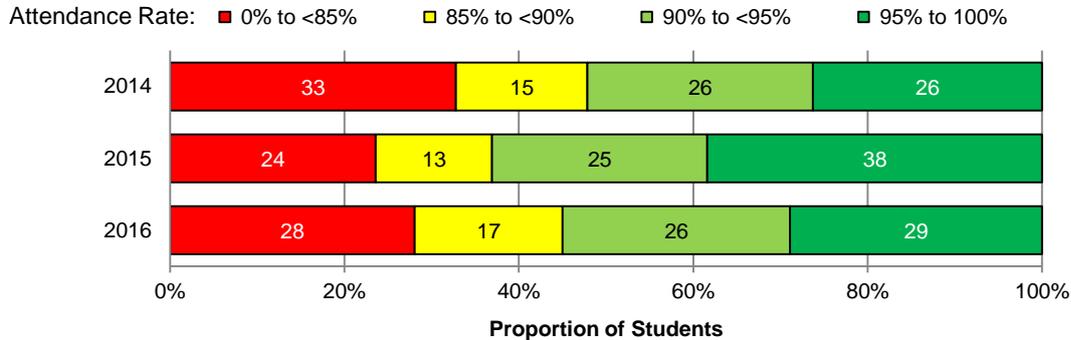
Description of how non-attendance is managed by the school

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.

- All school rolls are marked at the start of each school day during Form class at 8.55am.

- Most form class rolls were marked electronically into ID Attend. Our Student Attendance Officer monitors the data entry into ID Attend and One School. Once the absentee data is entered SMS messages are sent to all parents whose students are absent in form class.

- During each lesson of the day, teachers marked their roll electronically on a program called ID Attend and this was uploaded to a central database at the end of each day.

- Our Heads of Year would attempt to call home to parents to check on absences for students who are absent for a number of consecutive days.

- Lists of unexplained absences are also placed in rolls for monitoring teachers to check absences with students.

- Compulsory schooling letters were sent on a regular basis to those students who are truant and these are often followed up with phone calls and consequences that are appropriate to the issue.

- School newsletter articles regularly promote the importance of the Everyday Counts initiative and front office staff and Deputy Principals may seek clarification from parents as to the nature of their child's absence.

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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

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	2014	2015	2016
Number of students receiving a Senior Statement	155	154	144
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	3
Number of students receiving an Overall Position (OP)	49	40	36
Percentage of Indigenous students receiving an Overall Position (OP)	0%	14%	10%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	36	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	127	149	142

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OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded an Australian Qualification Framework Certificate II or above.	74	75	78
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	148	144	135
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67%	100%	80%
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.	76%	78%	81%
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.	96%	98%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	93%	100%

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
2014	6	14	17	12	0
2015	2	14	15	8	1
2016	2	10	17	7	0

As at 3rd February 2017. 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
2014	90	43	37
2015	130	48	40
2016	131	52	38

As at 3rd February 2017. The above values exclude VISA students.

During 2016, students enrolled at Beerwah State High School had the opportunity to study a range of certificate courses including:
- ICT10115 Certificate I in Information Design and Media Technology,
- CHC10108 Certificate I in Work Preparation (Education Services Students),
- FSK10113 Certificate I in Access to Vocational Pathways (Education Services Students),
- CPC10111 Certificate I in Construction, BSB20115 Certificate II in Business,
- ICT20115 Certificate II in Information, Digital Media and Technology,
- SIT20213 Certificate II in Hospitality (Beerwah State High School RTO and SmartSkill RTO VETiS),
- SIT20112 Certificate II in Tourism (SmartSkill RTO VETiS),
- CHC30113 Certificate III in Early Childhood Education and Care (ACCCO RTO partnership)
- SIS30315 Certificate III in Fitness (Binnacle Training RTO partnership).

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Students also had the opportunity to enrol in a range of trade related certificate courses offered through the Sunshine Coast Technical Trade Training Centre, TAFE QLD and other external RTOs that provide certificate courses, traineeships and school-based apprenticeships. Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	84%	81%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	58%	54%	88%

* 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 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.beerwahshs.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.

Students who leave school prior to completing year 12 choose a range of options. They have chosen a range of pathways from employment through to the opportunity to study a range of certificate courses including Certificate I in Information Design and Media Technology, Certificate II in Construction, Certificate II in Hospitality, Certificate III in Childcare and Certificate III in Fitness. Students also have the ability to enrol in a range of trade related certificate courses offered through the Sunshine Coast Trade Training Centre and TAFE.

Conclusion