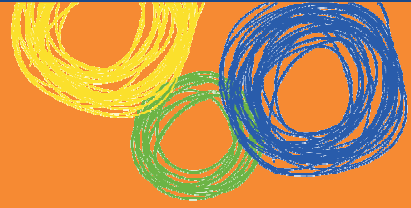


Beerwah State High School (2109)

Queensland State School Reporting

2012 School Annual Report



Postal address	PO Box 198 Beerwah 4519
Phone	(07) 5436 5333
Fax	(07) 5436 5300
Email	the.principal@beerwahshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Mr Graham Trevenen

Principal's foreword

Introduction

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 8 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.

This Annual Report will outline many aspects of the school including :

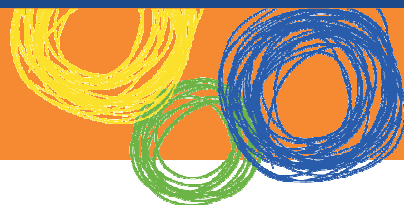
- Attainment of identified goals.
- Curriculum offerings
- Student outcomes
- Staff qualifications
- Future perspectives

The report is design to give the reader a snapshot of the school for the year 2012

School progress towards its goals in 2012

Beerwah State High School has made excellent progress towards addressing many of the key goals that were identified in the 2011 AOP. We have continued to develop our Junior School Curriculum in preparation for the introduction of the National Curriculum and we believe we will be in an excellent position when this is rolled out. Our year 9 students also underwent the NAPLAN testing with a number of preparation programs being run to assist the students with this testing program. 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 2012 were very high with 75% of eligible students receiving an OP 1-15, and two students receiving the highest grade of an OP1. 91% of year 12 students achieved their QCE. Our Independent Learning Centre will continue to cater for the needs of our senior students who are participating in traineeships, apprenticeship or TAFE and will provide them with a place for independent learning. We have seen an increase in the number of students accessing courses through he Brisbane School of Distance Education and theses students are also supported within the ILC. We have continued to progress our School Wide Positive Behaviour Support agenda with more students successfully gaining a gold card and explicit lessons rolled out across all year levels outlining expected behaviours.

Queensland State School Reporting 2012 School Annual Report



Future outlook

In 2013 our key areas of focus will be:

- Continuing to build effective community partnerships
- Planning for the transition of year 7 students into high school in 2015
- High quality teaching practices characterised by high expectations for all students linked to the ASoT instructional Leadership Framework
- Commitment to the number sense project and the development of numeracy across the whole school
- Ongoing development and implementation of quality curriculum through ACARA

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1017	502	515	90%
2011	985	486	499	89%
2012	893	435	458	89%

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

Characteristics of the student body:

The student body is comprised of 48.7% female students and 51.3% male students. There are 6.7% of students who identify as Indigenous and 5.4% of students, with varying levels of disability, who are supported by our Education Services Department either in mainstream classes or in specialist programs.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			
Year 4 – Year 10	23	23	23
Year 11 – Year 12	17	15	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	185	287	239
Long Suspensions - 6 to 20 days	22	40	35
Exclusions	4	13	9
Cancellations of Enrolment	0	8	5

Curriculum offerings

Our distinctive curriculum offerings

The curriculum is structured around a Junior school (Year 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 and a specialist Music Extension Program operates from Years 8 to 10. In 2011 an iLearn program incorporating iPads in the classroom was established for interested year 8 students and this has now continued into year 9 with another class of year 8 students electing to take up this opportunity in 2012. A range of alternative education support programs is also offered for students during the junior years.

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 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 is continuing to investigate and expand its vocational certificate courses.

Extra curricula 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 and Athletics Carnivals, Triathlon, Run The Corridors and Cheer Cup. Other activities include discos held once a semester, the annual Battle of the Bands, public speaking (Rostrum, Jaycees, Apex and Lions), the musical productions, dance and drama showcases, 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, Opti-Minds Challenge, Debating, Public Speaking, Mathematics, English, Computing, Geography and Science Competitions, and extended opportunities in a variety of study areas. Beerwah High also has a Gifted and Talented links program with Sunshine Coast University.

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. In 2012 the school provided professional development to staff in order to progress the use of e Studio and One Note We have extended our availability of ICTs and have equipped the school with 60 fixed data projectors, 500 student laptops and 440 desktop computers. We have expanded our iLearn program and have 70 iPads in use in the school – 60 accessed by students and 10 by staff. Teachers are encouraged to regularly use ICTs to enhance learning through the incorporation of power point, internet searches, eLearn/eStudio and One note and subject specific software that is designed to expose students to industry standard programs. In 2012, 100% of learning spaces had intranet connectivity which would allow staff and student to access the school network.

Social climate

Beerwah State High School uses a house or sub-school 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.

Students belong to one of the four houses in the school and Each house has three Heads of Department, who along with approximately twelve house teachers, oversee the welfare for the students of the house. Heads of Department oversee the welfare of approximately 90 students from Years 8-12 within their House. 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 School Wide Positive Behaviour 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 actively developing 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.

Our school at a glance

Parent, student and staff satisfaction with the school

Overall 82% of parents are satisfied with the education that their child is getting at the school and 86% of students are satisfied with their education. Staff satisfaction surveys indicate that 89.9% are satisfied with the professional development they are able to access through the school and 96% are satisfied with the morale of the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	82.4%
their child likes being at this school*	88.2%
their child feels safe at this school*	88.2%
teachers at this school expect their child to do his or her best*	88.2%
teachers at this school provide their child with useful feedback about his or her school work*	93.8%
this school looks for ways to improve*	100.0%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	86.4%
they feel safe at their school*	90.5%
their teachers expect them to do their best*	97.1%
student behaviour is well managed at their school*	88.2%
their school gives them opportunities to do interesting things*	80.8%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	89.8%
with the individual staff morale items	96.0%

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

Our community actively participates in the life of the school through the Parents' and Citizens' Association, School Council, committees, canteen helpers, Library volunteers and voluntary tutoring in reading. A monthly newsletter is Emailed to each family and community consultation is welcomed via online surveys and also consultation meetings when changes to school organisation are being considered. Student reports are provided at the end of each term/semester and parent teacher interviews take place at the end of term one and the beginning of term 3.

Parent evenings are held early in the year for parents of students in Years 8 to year 12. A welcome to secondary school and meet the teachers evening is held early in term 1 for new parents and students entering year 8. 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. A strong academic review process is on hand for students in years 11 and 12 to ensure they are working effectively to achieve their goals. 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 and Cultural Awards Evening and a separate Sports Awards Evening are 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.

Reducing the school's environmental footprint

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

With a dramatic increase of technology use within the school, protocols have been established to minimise energy consumption.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	346,690	3,709
2010-2011	350,634	3,860
2011-2012	338,174	3,384

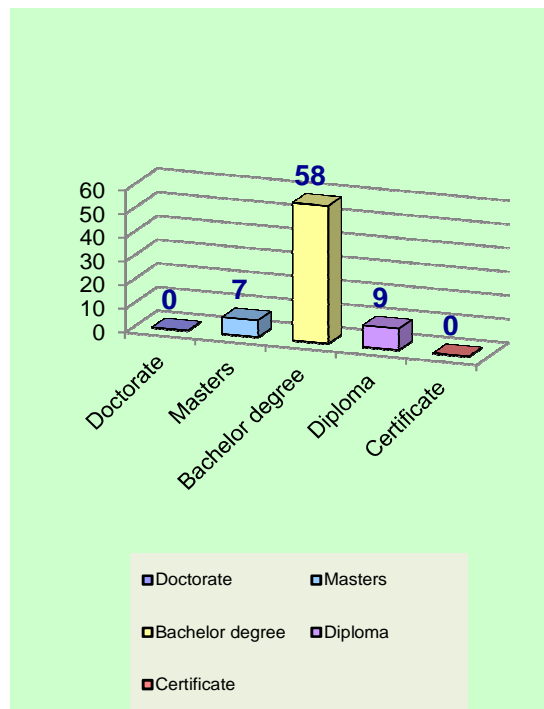
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	74	38	<5
Full-time equivalents	69.1	25.6	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	58
Diploma	9
Certificate	0



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$45,824.50

The major professional development initiatives are as follows:

The Art and Science of Teaching, School Wide Positive Behaviour System, ICT initiatives and the up-skilling of staff in regards to VET qualifications.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.9%	96.4%	95.6%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92.8% of staff was retained by the school for the entire 2012 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.

Performance of our students

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	89%	90%	88%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

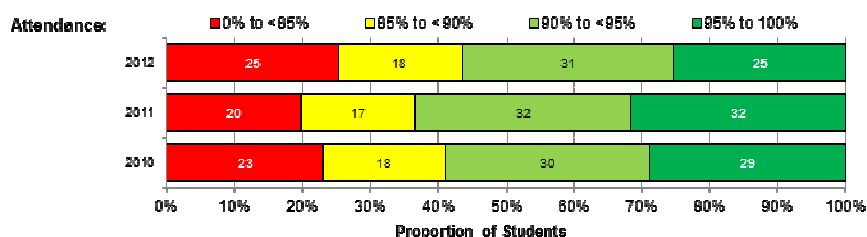
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								90%	87%	87%	88%	91%
2011								92%	89%	88%	91%	92%
2012								91%	88%	87%	87%	89%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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.

All school rolls are marked at the start of each school day during a House Group (8:55am) class. These rolls are then returned to our Student Attendance Officer who enters the data into ID Attend and One School. Once the absentee data is entered SMS messages are sent to all parents whose students are absent on the day. During each lesson of the day, teachers mark their roll electronically on a program called ID Attend and this is uploaded to a central database at the end of each day. Our Attendance Officer will 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 are 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.

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/>.

Performance of our students

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

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 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.

Achievement – Closing the Gap

Beerwah State High School has an understanding and respect for Australia's Indigenous Peoples - their personal histories, beliefs and values, languages and lifestyles. Beerwah High has taken steps to embed Aboriginal and Torres Strait Islander perspectives into the school's ethos, curriculum and practices. This aims to enhance the educational experiences of all students at Beerwah High. Beerwah High has educational environments, in which staff respect and promote strong Indigenous identities and culture, provide a climate for quality relationships and high educational expectations for student achievement to thrive. The school has a strong commitment to encouraging Indigenous students to strive to achieve their best through engagement in the FOGs and ARTIE programmes and through AIMES mentoring programs. Through these programs much work has been done to encourage indigenous students' attendance and engagement at school with very positive results.

Performance of our students

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	68%	72%	68%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	133	177	147
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	3
Number of students receiving an Overall Position (OP).	58	84	65
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	41	51	23
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	75	113	93
Number of students awarded an Australian Qualification Framework Certificate II or above.	41	59	64
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	82	134	135
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.	60%	80%	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.	80%	86%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	85%	92%	91%

As at 2 May 2013. The above values exclude VISA students.

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
2010	9	10	16	15	8
2011	16	25	26	16	1
2012	9	18	22	16	0

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF).			
	Certificate I	Certificate II	Certificate III or above

Performance of our students

2010	53	32	14
2011	76	42	23
2012	58	33	34

As at 2 May 2013. The above values exclude VISA students.

Students have the opportunity to study a range of certificate courses including Certificate I in Work Education, Certificate I in Information Design and Media Technology, Certificate II in Construction, Certificate II in Hospitality, Certificate III in Childcare and Certificate III in Athlete Support Services. Students also have the ability to enrol in a range of trade related certificate courses offered through the Sunshine Coast Trade Training Centre.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's 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.

Students who wish leave school prior to completing year 12 are supported by the school's industry liaison officer who can assist students in job and apprenticeship placements. The Guidance Officer has also been instrumental in linking students to the Get Set for Work program where applicable. Head of Special Education has also liaised with STEPS as a means of seeking employment for students with a diagnosed disability