

# Beerwah State High School 2015 Annual School Report



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## 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 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.

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 2015.



## School progress towards its goals in 2015

Beerwah State High School has made excellent progress towards addressing many of the key goals that were identified in the 2015 AIP. We have continued to develop our Junior School Curriculum for the expansion of the National Curriculum.

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.

2015 also signalled the introduction of one of the most significant changes in the education landscape of Queensland schools. The introduction of Year 7 into secondary schools saw a strengthening of the “middle school” philosophy across years 7-9.

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 2015 were high with 78 % of eligible students receiving an OP 1-15, increasing from 76 % in the previous year. The QCE results were pleasing with 96% of year 12 students achieving this outcome.

Our Independent Learning Centre continued 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 these 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 behaviour lessons are rolled out across all year levels outlining expected behaviours.

## Future outlook

The key areas for improvement addressed in 2015 were a continuation of priorities established in 2014. These included:

- Continuing to build effective community partnerships by:
  - promoting parent participation in school events and provide opportunities for families to observe student learning and celebrate student achievement
  - using multiple communication channels to communicate with parents eg email, SMS, telephone, web portal and letter
  - providing programs and opportunities for parents to build their capacity to support their child’s learning
  - actively seeking and developing a wide range of community partnerships
- Reviewing and planning our junior secondary programs and improving structures and the learning environment for year 7 students entering high school in 2016.
- Adopt, adapt and develop high quality teaching practices which promote school-wide high expectations for all students linked to the ASoT Instructional Leadership Framework and Cognitive Coaching Training.
- Commit to the number sense project and the development of numeracy across the whole school.
- Support the development and implementation of quality curriculum through ACARA.



## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Year 7 - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	884	427	457	53	92%
2014	866	430	436	57	91%
2015	992	473	519	79	91%

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.

### Characteristics of the student body:

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 8.1% of students who identify as Indigenous and they were 8.1% 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		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	24	23
Year 11 – Year 12	18	17	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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	161	258	352
Long Suspensions - 6 to 20 days	34	12	15
Exclusions	2	3	2
Cancellations of Enrolment	5	10	1

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.

## 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 (SCTTC), 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 2015.

## 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
- 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
- Opti-Minds Challenge
- Debating
- Mathematics, English, Computing, Geography and Science Competitions

Berwah 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 improve learning

Berwah 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 350 desktop computers.

Teachers are encouraged to regularly use ICTs to enhance learning through the incorporation of power point, internet searches, eLearn/eStudio and OneNote and subject specific software that is designed to expose students to industry standard programs. In 2015, 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, but during 2015 Berwah SHS started to transition into a BYOD environment. 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.

## Social Climate

Berwah 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.

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 7-12 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.

**Parent, student and staff satisfaction with the school**

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2013	2014	2015
their child is getting a good education at school (S2016)	96%	85%	97%
this is a good school (S2035)	92%	86%	91%
their child likes being at this school (S2001)	100%	88%	100%
their child feels safe at this school (S2002)	100%	91%	94%
their child's learning needs are being met at this school (S2003)	88%	83%	92%
their child is making good progress at this school (S2004)	88%	84%	94%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	88%	84%	94%
teachers at this school motivate their child to learn (S2007)	88%	74%	92%
teachers at this school treat students fairly (S2008)	83%	80%	91%
they can talk to their child's teachers about their concerns (S2009)	96%	85%	91%
this school works with them to support their child's learning (S2010)	83%	79%	91%
this school takes parents' opinions seriously (S2011)	83%	77%	90%
student behaviour is well managed at this school (S2012)	79%	79%	86%
this school looks for ways to improve (S2013)	96%	88%	94%
this school is well maintained (S2014)	96%	98%	94%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	91%	90%
they like being at their school (S2036)	87%	91%	86%
they feel safe at their school (S2037)	94%	97%	80%
their teachers motivate them to learn (S2038)	88%	86%	88%
their teachers expect them to do their best (S2039)	98%	97%	95%
their teachers provide them with useful feedback about their school work (S2040)	92%	83%	80%
teachers treat students fairly at their school (S2041)	81%	76%	74%
they can talk to their teachers about their concerns (S2042)	77%	73%	67%
their school takes students' opinions seriously (S2043)	73%	83%	69%
student behaviour is well managed at their school (S2044)	76%	75%	63%
their school looks for ways to improve (S2045)	91%	88%	86%
their school is well maintained (S2046)	90%	92%	79%
their school gives them opportunities to do interesting things (S2047)	89%	83%	79%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	92%	94%
they feel that their school is a safe place in which to work (S2070)	94%	97%	95%
they receive useful feedback about their work at their school (S2071)	86%	84%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	80%	83%
students are encouraged to do their best at their school (S2072)	92%	96%	94%
students are treated fairly at their school (S2073)	94%	99%	96%
student behaviour is well managed at their school (S2074)	83%	93%	82%
staff are well supported at their school (S2075)	82%	78%	80%
their school takes staff opinions seriously (S2076)	77%	80%	81%
their school looks for ways to improve (S2077)	93%	95%	93%
their school is well maintained (S2078)	90%	95%	95%
their school gives them opportunities to do interesting things (S2079)	81%	84%	91%

# '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, School 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.
- Student reports are provided at the end of term 1, semester 1 and 2 whilst parent teacher interviews take place at the end of term one and the beginning of term 3.
- Parent evenings were held early in the year for parents of students in Years 7 to year 12.
- A welcome to secondary school and meet the teachers evening was held early in term 1 for new parents and students entering year 7 and 8.
- A subject selection expo was 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.



## 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	406,170	2,788
2013-2014	255,816	8,281
2014-2015	372,853	25,169

\*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.



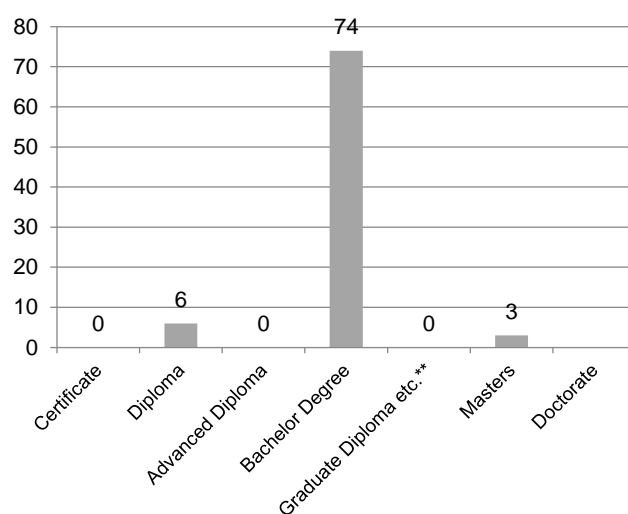
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	83	42	<5
Full-time equivalents	77	29	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	6
Advanced Diploma	0
Bachelor Degree	74
Graduate Diploma etc.**	0
Masters	3
Doctorate	
<b>Total</b>	<b>83</b>



\*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 2015 was \$46 856

The major professional development initiatives are as follows:

- The Art and Science of Teaching
- School Wide Positive Behaviour System
- Classroom Profiling
- ICT initiatives
- The up-skilling in staff regards to VET qualifications
- Leadership
- Cognitive Coaching Training

The proportion of the teaching staff involved in professional development activities during 2015 was 79%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	95%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2015 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

Where it says '**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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	87%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	80%	84%

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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

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

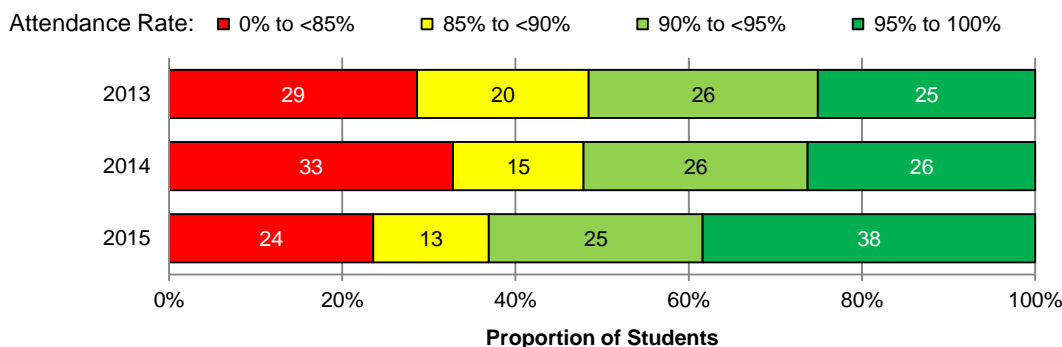
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									90%	86%	86%	85%	88%
2014									89%	86%	84%	88%	86%
2015							91%	88%	88%	86%	92%	93%	

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

### 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 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 a House Group (8:55am) class.
- Most form class rolls are 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 Department 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

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

### Find a school

Where it says '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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	84%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	43%	58%	54%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	152	155	154
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	1
Number of students receiving an Overall Position (OP)	55	49	40
Percentage of Indigenous students receiving an Overall Position (OP)	60%	0%	14%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	25	36
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	83	127	149
Number of students awarded an Australian Qualification Framework Certificate II or above.	62	74	74

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	142	148	143
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	67%	100%
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.	64%	76%	78%
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%	96%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	94%	93%

As at 16 February 2016. 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
2013	7	10	18	19	1
2014	6	14	17	12	0
2015	2	14	15	8	1

As at 16 February 2016. 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
2013	25	49	15
2014	90	43	37
2015	130	48	39

As at 16 February 2016. The above values exclude VISA students.

Students had 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 had the opportunity to enrol in a range of trade related certificate courses offered through the Sunshine Coast Trade Training Centre and TAFE.

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.

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.