Sunshine Beach State High School
Queensland State School Reporting
2015 School Annual Report

Postal address	45 Ben Lexcen Drive Sunshine Beach 4567
Phone	(07) 5440 4222
Fax	(07) 5440 4200
Email	principal@sunshinebeachhigh.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	admin@sunshinebeachhigh.eq.edu.au

Principal's foreword

Introduction

Our school's success stories continue to be celebrated and respected amongst the community. We continue to build on the foundations of an established quality school, whilst embracing innovation and growth in teaching and learning. Our key driver is to improve the performance and outcomes for each individual child and the school as a whole.

Some of our highlights of 2015 at Sunshine Beach SHS included:

- Establishment of student wellbeing program (#MyLAB) incorporating growth mindset, goal setting and character education
- Trialling New Pedagogies for Deep Learning, a global network of schools from around the world committed to improving learning for every student
- NSSCF and school funded roll out of lap top devices with 94% take home (Years 9-12)
- Development of unique Junior Secondary precinct that is owned and understood
- QSR - Strategic Development Plans for the next four years created and supported by staff teams
- Action planning in response to Teaching & Learning Audit, review of reflections to audit
- Academic standard and high expectations strengthened and improved in 2014-15
- Immersed all staff in ASOT pedagogical framework across school
- Deepening understanding and teaching & learning skills around Marzano and Hattie research
- Year 12 graduates all received an OP or a Vocational Certificate and/or a QCE– 100%
- 100% of students received a QCE or QCIA
- Number of students OP 1-15 steady at 73%
- With over 75 participants, school-based traineeships/apprenticeships maintained partnership strength in 2015
- Eisteddfod and Fanfare participation and Excellence results further enhance Music "School of Excellence" status
- Development and implementation of ACARA
- Student Resources Scheme extended to enhance software to meet digital transition
- Continued ICT developments result in increased access for all students and digital learning relevant to 21st century learners – over 1000 devices/laptop, trolleys, Netbooks, IPads, Apple Macs, E-Learning and BYO introduction
- Computers for Teachers – C4T and ICT Certificates awarded to 100% staff and applied to teaching & learning
- Continued planning and implementation of BYOD Junior Secondary
- Wireless connectivity to whole school
- Enhanced band width to support learning demands
- Sporting results reaffirmed high order student performances at Regional, State and National level – particularly water polo, surfing and triathlon
- International Student Program numbers flourishing, approximately 55 students from abroad, and a short stay Japanese visit
- Extension of Italian Cividale partnership with teacher and student exchange
- Successful partnership created for all faculties through Rotary, RSL, Lions, United Synergies
- Italian scholarships extended and International learning experiences with overseas excursion
- P&C proactively profiling our school within community
- Expansion of Scholarship Program across primary school sector
- Strong partnership and teaching & learning with primary feeder schools
- Implementation of Crest Program
- Quality transition programs with feeder schools
- Scheduled rolling plan for refurbishment
- Scheduled upgrades of facilities

- Strengthened partnership with feeder primary schools to support transition to Junior Secondary
- Focus on profile and marketing "the best" state school has to offer
- Implementation of Enrolment Management Plan
- Responsible Behaviour Plan reviewed
- Extension of Junior Secondary curriculum and team development
- Development of P&C subcommittees for Canteen review
- E-Learning and online learning extended with hardware access
- Modification of flexible learning to the Resource Centre
- Strengthening of staff leadership and empowerment through Collaborative Councils
- Mentoring/coaching programs building depth and sustainability in teacher growth
- Effective and efficient use of GSGR money to enhance staff performance to then share with students

School progress towards its goals in 2015

2010 began the implementation of our Quadrennial Review - our Strategic Plan for the next 4 years. This plan was developed through consultation with staff, students and a small band of dedicated parent supporters.

QSR process to be implemented and planned for next cycle.

Future outlook

Our key imperative – high performance through teaching & learning focus – included three strategic imperatives:
- schoolwide pedagogy (ASOT) focussing on DQ 3 & 4 (critical thinking and deep learning);
- data informed classrooms; and
- developing performance frameworks/pedagogy.

During 2016, our school will focus on the following strategic imperatives:
- Develop and implement our Quadrennial School Review (2014-2018) and 2014 T&L Audit Action Plan
- Consolidating plans for Year 7/8 2015
- Improved literacy and numeracy performance across all KLAs (including NAPLAN)
- Focus on upper two bands
- Implementation of C2C
- Depth of data informed classroom and use to create constructive feedback loops at all layers of organisation
- ASOT rollout, and deep training and application of whole school pedagogical approach – Orange Days (focus on critical thinking)
- Collaborative Councils to support growth development and ownership of school evolution
- School Curriculum Plans incorporating Literacy, Numeracy, ICT Plans, Professional Development and pedagogical frame, Data Plan
- Embracing BYOD project
- Faculty Operational Plans that align Whole School Operational Plan
- Design of sustainable timetable to meet system and student changing needs
- Creating a management structure that meets needs of Years 7 to 12
- Maximize number of seniors receiving an OP (0-15) and/or Vocational Education and Training certification or QCE
- Use of I4S money to enable to project growth in teachers, teaching teams and lead teachers (mentors/coaches)
- Further development of ICT hardware, software peripherals and integration of ICT into teaching and learning
- Strengthen partnerships with primary feeders as we consolidate our Year 7 Junior Secondary framework
- 24/7 access to learning
- Training and development in Restorative Practices to influence PLB
- Review, refine and training in PLB (SWPBS)
- Support teacher development of ICT focussed on collaborative sharing community
- Trial of different digital learning devices as they evolve (BYO)
- Substantial financial planning for ICT hardware replacement or BYO
- Develop and implement facility & refurbishment long term as population grows and meet needs Years 7 to 12
- Maintain and increase market share promoting successes and innovations
- Encourage extra curricula activities such as Duke of Edinburgh
- Maintain/strengthen successful International Program
- Improved community participation and networks e.g. United Synergies, Salvation Army, Chaplaincy Committee
- Enhanced links with our primary school feeders to maximize student outcomes and improve transition of key learning junctures
- Implementation of OneSchool & school management systems that support also QApp
- Performance Framework developed and utilised – aspirant focus
- Strengthen partnership with Noosa Council, Universities, TAFEs, private providers
- SMS text messaging absence
- App & email application to communicate effectively and in a timely manner with parents
- Development of programs, policies and systems to ensure 7 to12 school
- Strengthen student leadership and student 'voice'

- Introducing an academic excellence program in 2016 to capture high performing students from feeder schools
- Introduce a mother/father group to deepen and strengthen community
- Introduction of Facebook to enhance communication links with community and celebrate success
- QCS training and student preparation
- Student racking and monitoring by TrackEd program
- Facebook community development
- VIVO Rewards Scheme implemented

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	1042	563	479	22	88%
2014	1109	587	522	26	87%
2015	1271	672	599	37	88%

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:

Our student body is characterised by students from a range of socio-economic demographics. The majority of our students live within a 15/20 km radius and are supported by a well serviced bus transport system. The school has a defined boundary (EMP) which feeds into the school.

Our school supports 2.67% English as a Second Language and 2.14% identified Indigenous students. Also, within this favourable northern Sunshine Coast beach location and destination, we support an array of students from international and interstate origin.

We offer an International Student Program that is comprised of about 55 students who study with us from 6 months to 2 years. They are from destinations such as Germany, Italy, Sweden, Brazil, Chile, Japan and Taiwan. This international composition generates an extension of learning academically, culturally and socially for our whole learning community.

We operate a Student Services centre that incorporates "Learning Support" student needs, School Nurse, Chaplain, Behaviour Management specialists and community partnerships. This faculty extends also to support 6 Heads of Year who engage in support and direction of a whole year level (well-being 'ness').

Further, we host a Special Learning Centre that provides for the needs of approximately 65 Special Education students, those who are   intellectually and physically impaired. The Centre provides specialist staff and facilities to extend learning opportunities for students' specific and individual needs.

In 2015, our key strategic priorities focussed on students.
- School improvement hierarchy
- Continued commitment to differentiated teaching and learning
- Targeted use of school resources
- School community partnerships
- Explicit improvement agenda
- commitment to school Vision and Values
- alignment of curriculum with system and school priorities
- improved performance for all students
- "Every Day Counts" focus - attendance

- enhancing digital 21st century learning
- wellbeing through quality support services
- high quality utilisation of resources and improved sustainability
- high quality communication networks and systems with students, staff, parents and community
- celebrating our success with our community
- continue to maintain multiple pathways and diverse learning experiences.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Year 7 Secondary – Year 10	22	23	22
Year 11 – Year 12	20	20	20

*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

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	87	114	142
Long Suspensions - 6 to 20 days	17	2	7
Exclusions	1	9	4
Cancellations of Enrolment	3	2	3

* 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

As identified throughout the website, our Junior Secondary Learning (Year 7/8/9) is based upon the ACARA, C2C & QCARF - Queensland Curriculum, Assessment & Reporting Framework. It features:
- guidelines as indicated by ACARA, QCAA, AQTF
- development of creative thinking skills, self-directed learning, innovation and collaboration
- a timetable based on 6 subjects per semester – with English, Mathematics, Science, Social Science & HPE as core (in Year 7-9/10); then in Year 11-12 English/Maths core and four electives
- the integration of information communication technologies
- delayed specialisation and experiential learning
- additional time for specific literacy and numeracy learning

Our Senior Phase of Learning begins in Semester 2 of Year 10 with the development of learning in senior preparatory courses of study. Our studies include a diverse range of Authority and Non-Authority subjects. We aim to embrace the needs of OP eligible and non-OP eligible students, along with transition to workforce, TAFE courses and Certificate level courses (Certificate I – III) on-line virtual programs. Flexible learning opportunities are devised to cater for individuals.

In the Senior Phase, we provide numerous learning opportunities for students to research and establish goals that are relevant to their chosen pathways. Set Plan interviews, Guidance Officer interviews, Subject Evenings, Specialist talks, one-to-one goal setting and mentor groups aim to make the transition to the Senior Phase of learning relevant to individual Senior students.

Our school offers many Authority and non-Authority registered subjects. We offer a large cross-section of Certificate courses e.g. Certificate III Children's Services, Certificate II Retail (on-line), Certificate II & III Visual Arts, Certificate II Hospitality, Certificate III Aged Care, Certificate III Education Support, Certificate III Fitness, Certificate II Electrotech, Certificate II Resource & Infrastrucure, Certificate II Horticulture, Certificate II Public Safety, Certificate II Sports Coaching, Fashion Studies and further specialist Authority subjects in Music Extension, Excellence in Surfing, and Italian. Further, we encourage traineeships and scholarships with the support of a SAT officer.

To provide relevant and *"real"* learning experiences to our student population, we have evolved a student and staff services structure that *"cares"* for the individual. Our Responsible Behaviour Plan focuses on responsibility and ownership of behaviours. We embrace clear and frequent communication to support productive outcomes for students. A *"no blame"* culture and restorative practices support the development of life-long skills for students.

We create a number of programs across our school community that assist in the development of the whole *"individual"* e.g. Rock & Water, Shine, Big Wednesday.

Further to support the growth of the 21st Century learner and worker, we have an International Program that promotes an understanding and appreciation of other cultures. This International Program not only strengthens students' awareness and empathy, it also contributes to the further internationalisation of our workforce, and an acceptance of the global economy.

Extra curricula activities

- Our school features one of the strongest music programs on the Sunshine Coast that embraces Choir, Stage & Concert Bands, Percussion Ensembles and String Orchestra. We also have individuals involved in writing, playing and recording music.
- A strong and well represented Student Council structure enables *"voices"* of student population.
- Learning community provides a cross-section of flexible opportunities - accelerated programs including University Headstart, extension programs, debating, youth speaks, creative writing, performance – dance/cheerleading, traineeships, apprenticeships' mentoring, Indigenous program.
- Our students participate in a wide array of sports – including Water Polo, Royal Lifesaving, Rowing, Rugby Union, Netball, Athletics, Surfing and AFL Football (and any other opportunities as they arise).
- To extend the learning potential and support of our senior students, we offer numerous after-school tutorial sessions: Study Club, Maths, English, Humanities, Art, Drama, Physics, Chemistry, Marine Studies & Biology.
- Cheerleading
- Drama Evenings
- Duke of Edinburgh Bridge Program

How Information and Communication Technologies are used to improve learning

A quickly evolving feature of our curriculum delivery is the integration of ICTs in the day to day teaching and learning program. All teachers have their own laptop. There is an extensive program of professional development and learning to enhance student outcomes. Our school is very keen to apply these digital skills to support our students in the global economy, whilst embracing 21st Century learning and working skills. We have a wireless network throughout the whole school.

Also the school is continually extending the suite of new software packages and learning centres to extend the education process. Data projectors, trials of Apple Macs, Netbooks & IPod Touches, ICT peripherals and virtual classroom access are enabling our students to embrace 21st Century styles of learning. The hardware population has grown, along with necessary connectivity and 1:1 personal learning for students from Year 9 to Year 12. More recently, the school has moved into the space of BYO devices to enhance individual choice and multi-modal learning.

Social Climate

Sunshine Beach State High School has a strong focus on student welfare. The school invests in 6 Heads of Year (key well-being, mentors/teacher leaders) who assist students to reach their potential. Further, there is a network of mentors, School Nurse, Chaplain, Learning Support teacher, Traineeship Officer and Liaison Officer-Sunshine Connect. This creates a network to ensure we focus on our school vision to provide a "supportive" school environment. This supportive focus is reflected in parental satisfaction in the 2012 School Opinion Survey where parents rated the school above other schools.

Students and parents believe behaviour is managed well – above other state schools. Further, both parents and students believe that students are well cared for – 100%, noted by parent feedback in School Opinion Survey.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	95%	92%
this is a good school (S2035)	100%	94%	94%
their child likes being at this school (S2001)	100%	97%	91%
their child feels safe at this school (S2002)	100%	95%	98%
their child's learning needs are being met at this school (S2003)	100%	93%	86%
their child is making good progress at this school (S2004)	100%	94%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	99%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	95%	88%
teachers at this school motivate their child to learn (S2007)	92%	94%	80%
teachers at this school treat students fairly (S2008)	100%	90%	85%

Performance measure			
Percentage of parent/caregivers who agree# that:	2013	2014	2015
they can talk to their child's teachers about their concerns (S2009)	100%	91%	89%
this school works with them to support their child's learning (S2010)	100%	91%	85%
this school takes parents' opinions seriously (S2011)	100%	89%	82%
student behaviour is well managed at this school (S2012)	82%	93%	86%
this school looks for ways to improve (S2013)	100%	95%	92%
this school is well maintained (S2014)	100%	98%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	94%	97%
they like being at their school (S2036)	88%	84%	89%
they feel safe at their school (S2037)	94%	88%	93%
their teachers motivate them to learn (S2038)	93%	81%	93%
their teachers expect them to do their best (S2039)	97%	98%	97%
their teachers provide them with useful feedback about their school work (S2040)	92%	90%	83%
teachers treat students fairly at their school (S2041)	86%	78%	79%
they can talk to their teachers about their concerns (S2042)	86%	78%	79%
their school takes students' opinions seriously (S2043)	85%	78%	83%
student behaviour is well managed at their school (S2044)	78%	72%	72%
their school looks for ways to improve (S2045)	92%	94%	92%
their school is well maintained (S2046)	99%	93%	96%
their school gives them opportunities to do interesting things (S2047)	89%	88%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	99%	94%	100%
they feel that their school is a safe place in which to work (S2070)	99%	99%	100%
they receive useful feedback about their work at their school (S2071)	93%	85%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	93%	83%
students are encouraged to do their best at their school (S2072)	98%	99%	98%
students are treated fairly at their school (S2073)	99%	94%	98%
student behaviour is well managed at their school (S2074)	98%	86%	92%
staff are well supported at their school (S2075)	91%	88%	91%
their school takes staff opinions seriously (S2076)	89%	87%	91%
their school looks for ways to improve (S2077)	100%	98%	98%
their school is well maintained (S2078)	85%	97%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
their school gives them opportunities to do interesting things (S2079)	94%	89%	92%

# '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

- Continued development and promotion of P&C as the key parent/community focus group
- Development of parent group (monthly meetings)
- "SHINER" newsletter distributed each term
- Weekly curriculum and activity based year level emails
- Implement parent helper program
- Year 7 parent & student orientation programs

- Appointed literacy and numeracy coaches
- Appointed differentiation coach
- Learning Support HOD and support teachers
- Designated literacy and numeracy classes
- Intensive focused literacy and numeracy classes
- Parent, teachers and key staff in consultation processes to generate and endorse ICPs at appropriate age for that student
- Crest academic program, Music Excellence & "Water is Life" global project

Reducing the school's environmental footprint

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

Over the past few years, Sunshine Beach SHS has recognised the shift in energy supply to renewable sources and has taken advantage of the Solar & Energy Efficient Programs & the National Solar Schools Program in an effort to reduce energy consumption. Combined, these programs has seen the installation of solar panels in the Commerce building, in-line flow devices on taps, upgrade of urinal systems, 5 x water tanks and energy efficient lighting (28 watt lamps) throughout the school. Continued upgrades to infrastructure and encouraging behaviour change will assist in improvement to the school's energy management.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	375,044	11,542
2013-2014	383,080	52,722
2014-2015	399,224	44,421

*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	105	43	<5
Full-time equivalents	98	34	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	53
Graduate Diploma etc.**	28
Masters	8
Doctorate	0
Total	**98**
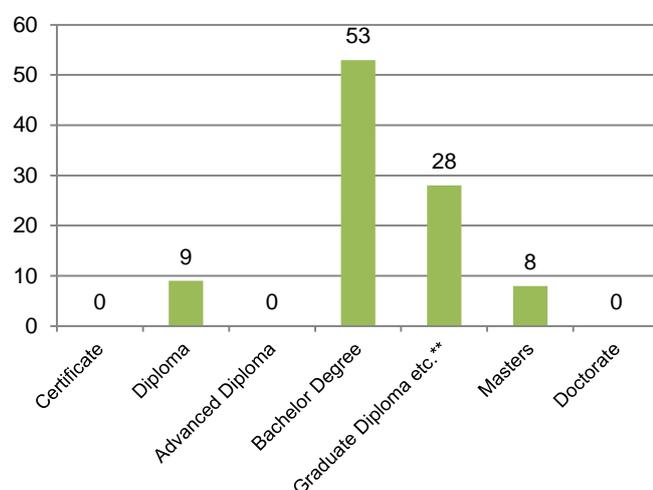
*Teaching staff includes School Leaders

**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 were $40,000.00.

The major professional development initiatives are as follows:

- Role of ALM, Deaf Gain and Deafhood
- PD Day for Teacher Aides: Educational Interpreters
- SC Regional Triathlon Team Meeting
- Launch – Currimundi Sport & Rec Centre
- QCAA Senior Assessment Endorsement Training
- 2016 PD Day for GO
- Union Reps Conference
- District Sport Meeting
- AMEB Workshop
- CASE Training Workshop
- NPDL Meeting
- Meeting with Rob King
- SCR Triathlon Meeting
- Duke of Edinburgh Hub Meeting
- QCAA Panel Monitoring Day
- QCAA Calibration Trial Day
- Canoe Guide
- ESFP Key Contact Training
- QSS Triathlon
- ADF Information Session
- Regional Touch Football (Convenor)
- Transition Visit #1
- Regional School Sport Board Meetings
- SCDPN Meeting

- Cert 2 Aquatic Rescue Requalification
- GO Network / Supervision Meeting
- Young CREST Days
- Orientation to Duke of Edinburgh
- Year 9 Interschool Sport
- GRIP Leadership Conference
- Groundsman Meeting
- BSM Meeting
- QCAA Accredited Assessors Trial (Music)
- Orange Day Planning
- WPHS Meeting SBSS
- Science HOD Network Meeting
- Regional Launch of RRTWC online training
- QCAA Accredited Assessors Trial (Music)
- First Aid Course
- INTAD Workshop
- Visit to Keebra SHS re tuckshop
- BYOD Tech Workshop
- Microsoft Excel for School Administration
- School Officer PD Day
- VET in School PD Seminar
- Intranet Schools Pilot Collaboration & Workshop
- Cairns Training Academy Regional Moderation
- Pre-Retirement Seminar
- Close The Gap
- School Sport Australia – National Championships Triathlon Coach
- District Surfing Trials
- Money Smart Teaching Job
- #MyLAB Planning Day
- Regional Surfing Trials
- Excel – Student Reporting in the School Environment
- Strategic Training Assessment Plan
- Classroom Profiling
- Future Leaders Symposium 2
- QCAA- Art Panel Cluster Group Meeting
- QELI- The 7 Habits of Highly Effective People
- State Review Panel Chair May Meeting
- QSPA Leadership Conference
- MyHR Training
- QELi -Introduction to Middle Leadership
- Assessment & Management of Anxiety in Children and Young People
- Chaplain PD Day
- Vocal Workshop and Masterclass
- Understanding & Navigating AIMS in One School
- Diploma Course – B Management / Neurology
- OC Day
- EduTech
- StateTouch Football Official
- Women in Leadership
- Guidance Day – Term 2
- Problem Solving in Numeracy with Peter Sullivan
- Autism Spectrum Disorder – Online Course
- SAS Furnishing Skills Workshop
- Oral Language in the Early Years
- NPDL Meeting
- Senior Leaders Forum
- Voicing Workshop – Beyond Readback
- Cleaners Workshop
- Time with Lane Clark
- QTEC Union Rep Half Day Seminar
- QTEC Lead Union Reps Training #1616
- QCAA Moderation Conference
- 2016 Qld VET Summit
- 2016 Schools Officer Conference
- Rock & Water Autism Spectrum Disorder
- ISP- Cross Culture
- VET Planning - TAS
- Audit, Corp Card, Asset and Budget Training
- HOSES Leadership Conference
- External Assessment Trial – QCAA
- Meeting with Council
- Student Futures – Disability Network

- Career Practitioner's Breakfast QUT
- Orientation at NDSHS
- NPDL Meeting – No Tosh (Design Thinking)
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The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
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, 96% 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.**

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).	89%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	87%	85%

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%.

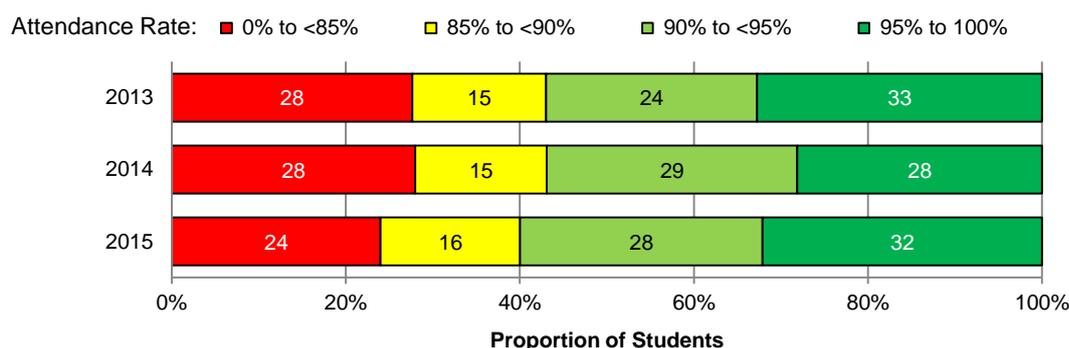### Student attendance rate for each year level (shown as a percentage)

	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
2013									93%	90%	89%	87%	87%
2014									91%	90%	87%	88%	87%
2015								92%	92%	89%	89%	90%	89%

*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.

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%
2013	28	15	24	33
2014	28	15	29	28
2015	24	16	28	32

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.

Our rolls are marked digitally every lesson on OneSchool. The information is collated and anomalies identified. When more than 3 unexplained absences, a phone call home happens via Absentee Officer. After 5 days, a meeting is arranged, again by Absentee Officer. Absences beyond 5 days are managed by the Administration team through interviews with students and parents.

We have a text messaging service to parents regarding absences. This way, parents are able to respond to absence message re: student.

If students are away for extended periods of illness or relevant alternate programs/sport, HOY and students may co-ordinate work to be collected or emailed to home.

Every effort is made to encourage students and parents to recognise the belief that "*Every Day Counts*". This happens regularly in person, emails, newsletters, etc.

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

School name	**GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

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.	91%	83%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	60%	43%	100%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	182	172	158
Number of students awarded a Queensland Certificate of Individual Achievement.	5	2	4
Number of students receiving an Overall Position (OP)	95	88	73
Percentage of Indigenous students receiving an Overall Position (OP)	67%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	37	23	20
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	140	156	130
Number of students awarded an Australian Qualification Framework Certificate II or above.	95	84	77
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	177	170	154
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	67%	67%
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.	86%	74%	73%
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.	97%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	94%	95%

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
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2013	14	27	41	13	0
2014	11	27	27	23	0
2015	9	20	24	19	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	119	81	45
2014	145	63	41
2015	111	58	34

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

We have a number of Certificate I, II & III courses including IT, Engineering, Furnishings, Retail Work Readiness, Early Childhood and Hospitality, Fitness, Visual Arts.

Some of these certificates are provided by the School, whilst others are through external RTO.

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.

Analysis of the data regarding early leavers predominantly identifies that intrastate, interstate and overseas destinations are favoured, perhaps as a result of demographics and tourist related industry.