

# Sunshine Beach State High School

## Queensland State School Reporting

### 2013 School Annual Report



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## 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 school, whilst embracing innovation and growth in Teaching and Learning.

Some of our highlights of 2013 at Sunshine Beach SHS included:

- NSSCF and school funded roll out of over 1000 lap top devices with 94% take home (Years 9-12)
- Development of Junior Secondary precinct
- Year three of 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 in 2013
- Immersed all staff in ASOT pedagogical framework across school
- Year 12 graduates all received an OP or a Vocational Certificate and/or a QCE (unless exceptional circumstances)
- Number of students OP 1-15 steady at 86%, OP 1-5 = 14
- With over 80 participants school-based traineeships/apprenticeships maintained partnership strength in 2012
- Eisteddfod and Fanfare participation results further enhance Music "School of Excellence" status
- Development and implementation of ACARA in English, Mathematics, Science and History
- 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
- Computers for Teachers – C4T and ICT Certificates awarded to almost 100% staff and 4 pedagogical licences
- 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
- International Student Program numbers flourishing, approximately 55 students from abroad, and a short stay Japanese visit
- Successful partnership created for all faculties through Rotary, RSL, Lions, United Synergies
- Italian scholarships extended and International learning experiences with overseas excursion
- P&C Parent Liaison Officer proactively profiling our school within community
- Expansion of Scholarship Program across primary school sector
- Scheduled rolling plan for refurbishment
- Schedules upgrade 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 – school of "first choice"
- Responsible Behaviour Plan reviewed
- Initial planning of Junior Secondary school
- Student Council and P&C partnership alignment
- Development of P&C subcommittees for Canteen & Uniform reviews
- E-Learning and online learning extended with hardware access
- Modification of flexible learning to the Resource Centre
- Indigenous garden project extension feature at front of school
- Strengthening of staff leadership and empowerment through Collaborative Councils

# Queensland State School Reporting

## 2012 School Annual Report



### School progress towards its goals in 2013

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.

### Future outlook

Our key imperative – high performance through teaching & learning focus – included three strategic imperatives:

- schoolwide pedagogy (ASOT);
- data informed classrooms; and
- developing performance frameworks/pedagogy.

During 2014, 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)
- Implementation of C2C
- Depth of data informed classroom and use to create constructive feedback loops
- ASOT rollout, and deep training and application of whole school pedagogical approach
- Collaborative Councils to support growth development and ownership of school evolution
- School Curriculum Plans incorporating Literacy, Numeracy, ICT Plans, Professional Development and Whole School Performance Strategy
- Roll out of 400 more tablet devices to Years 9 & 10
- Faculty Operational Plans that align Whole School Operational Plan
- Design of sustainable timetable to meet system and student changing needs
- Maximize number of seniors receiving an OP (0-15) and/or Vocational Education and Training certification or QCE
- Use of facilities to strengthen leadership density
- Further development of ICT hardware, software peripherals and integration of ICT into teaching and learning
- Strengthen partnerships with primary feeders as we develop our Year 7 Junior Secondary framework
- 24/7 access to learning
- Training and development in Restorative Practices to influence RBP
- Support teacher development of ICT certificates focussed on collaborative sharing community
- Trial of different digital learning devices as they evolve
- Substantial financial planning for ICT hardware replacement or BYO
- Develop and implement facility & refurbishment long term as population grows
- Maintain and increase market share promoting successes and innovations
- Maintain/strengthen successful International Program
- Improved community participation and networks
- Enhanced links with our primary school feeders to maximize student outcomes and improve transition of key learning junctures
- Implementation of OneSchool & school management systems
- Performance Framework developed and utilised
- Further bandwidth review to meet demands
- Strengthen partnership with newly formed Noosa Council
- 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 712 school

## School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2013:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1059	568	491	86%
2012	1049	572	477	89%
2013	1042	563	479	88%

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

### 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.

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 52 students who study with us from 3 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 have a Student Services centre that incorporates “Learning Support” student needs, School Nurse, Chaplain, Indigenous Liaison Officer and Behaviour Management specialists and community partnerships. This faculty extends also to support 12 Student Managers.

Further, we host a Special Learning Centre that provides for the needs of approximately 50 Special Education students, those who are intellectually and physically impaired. The Centre provides specialist staff and facilities to extend learning opportunities for these children.

In 2013, our key strategic priorities focussed on students:

- commitment to school Vision and Values
- alignment of curriculum with system and school priorities
- improved performance for all students
- “Every Day Counts” focus
- enhancing digital 21<sup>st</sup> 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

Phase	Average Class Size		
	2011	2012	2013
Year 7 Secondary – Year 10	25	23	22
Year 11 – Year 12	19	20	20

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	88	82	87
Long Suspensions - 6 to 20 days	10	14	17
Exclusions	4	7	1
Cancellations of Enrolment	0	1	3

## Curriculum offerings

### Our distinctive curriculum offerings

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 Queensland Studies Authority (QSA)/& ACARA
- development of thinking skills and self-directed learning
- a timetable based on 6 subjects per semester – with English, Mathematics, Science, Social Science & HPE as core
- the integration of information communication technologies
- delayed specialisation and experiential learning
- additional time for specific literacy and numeracy.

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).

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, Fashion Studies and further, specialist Authority subjects in Music Extension, Excellence in Surfing, and Italian.

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 individual involved in writing, playing and recording individual 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.
- 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.

## How Information and Communication Technologies are used to assist 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 21<sup>st</sup> 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 to 1000 devices, along with necessary connectivity and 1:1 personal learning for students from Year 9 to Year 12. We have started to investigate BYO devices to generate the next stage of innovative platforms.

## Social climate

Sunshine Beach State High School has a strong focus on student welfare. The school invests in 12 Student Managers (key mentors/teacher leaders) who assist students to reach their potential. Further, there is a network of mentors, School Nurse, Chaplain, Learning Support teacher, Indigenous Liaison Officer and P&C Liaison Officer. 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 student 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 (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	100%
their child feels safe at this school* (S2002)	100%	100%
their child's learning needs are being met at this school* (S2003)	100%	100%
their child is making good progress at this school* (S2004)	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%
teachers at this school motivate their child to learn* (S2007)	100%	92%
teachers at this school treat students fairly* (S2008)	89%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%
this school works with them to support their child's learning* (S2010)	100%	100%
this school takes parents' opinions seriously* (S2011)	89%	100%
student behaviour is well managed at this school* (S2012)	78%	82%
this school looks for ways to improve* (S2013)	89%	100%
this school is well maintained* (S2014)	89%	100%

# Our school at a glance

## Performance measure *(Nationally agreed items shown\*)*

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	88%	97%
they like being at their school* (S2036)	92%	88%
they feel safe at their school* (S2037)	91%	94%
their teachers motivate them to learn* (S2038)	86%	93%
their teachers expect them to do their best* (S2039)	97%	97%
their teachers provide them with useful feedback about their school work* (S2040)	85%	92%
teachers treat students fairly at their school* (S2041)	76%	86%
they can talk to their teachers about their concerns* (S2042)	74%	86%
their school takes students' opinions seriously* (S2043)	79%	85%
student behaviour is well managed at their school* (S2044)	75%	78%
their school looks for ways to improve* (S2045)	87%	92%
their school is well maintained* (S2046)	88%	99%
their school gives them opportunities to do interesting things* (S2047)	91%	89%

## Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	99%
they feel that their school is a safe place in which to work (S2070)	99%
they receive useful feedback about their work at their school (S2071)	93%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	99%
student behaviour is well managed at their school (S2074)	98%
staff are well supported at their school (S2075)	91%
their school takes staff opinions seriously (S2076)	89%
their school looks for ways to improve (S2077)	100%
their school is well maintained (S2078)	85%
their school gives them opportunities to do interesting things (S2079)	94%

\* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

# Our school at a glance

## Involving parents in their child's education

As can be seen on our website, we have a P&C Committee of dedicated volunteers. This P&C employs personnel who operate our Canteen, and a Parent Liaison Officer. The P&C Committee meets on a monthly basis and provides opportunities for discussion and the presentation of monthly reports. The P&C works closely with staff and students to ensure a true and valued partnership.

We offer numerous partnerships to parents through The Learning Place, parent workshops, networking coffee meetings. We provide weekly year level emails to parents to ensure learning partnerships.

## 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	385,024	6,686
2011-2012	406,144	14,092
2012-2013	375,044	11,542

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

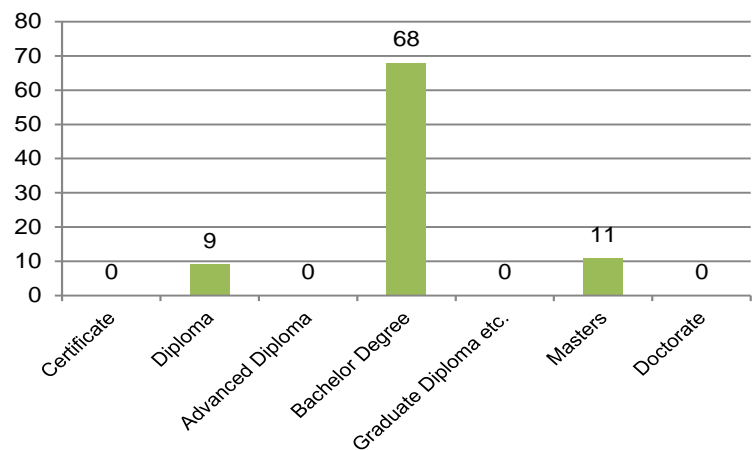
# Our staff profile

## Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	90	41	<5
Full-time equivalents	82	31	<5

## Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	9
Advanced Diploma	0
Bachelor Degree	68
Graduate Diploma etc.	0
Masters	11
Doctorate	0
<b>Total</b>	<b>88</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 2013 were \$34,576.64.

Lifelong learning and professional networking is vital for the growth of our human resources. Our investment to PD not only extends externally to the school, but also to a strong network of learning/sharing within the school.

Some examples of major professional development initiatives are as follows:

- ACARA
- ACARA – Health Safety : Risk Assessment
- ACARA / C2C Science Review
- ACARA: HPE
- Adolescents – Continuing education and reintegration to school throughout cancer experience
- ASOT Regional Conference
- ASOT Training
- ASOT Training for Leaders
- ASOT Training for Teachers
- Aspirants PD
- Asthma First Aide Training
- Attachment Disorder
- BEAQ Annual Conference
- Beginning Teacher's Day
- Business Enterprise Day
- C2C English
- Cert II In Aquatic Rescue – Proficiency Upgrade
- Cert III Children's Services Moderating Meeting
- Cert III Children's Services Moderation
- Child Protection is Everybody's Business
- CPR Update
- Creating on iPad - Literacy
- Cross Cultural International Presentation
- Cup Cake Workshop
- Data Project
- Digital Master Class
- Digital Pedagogy Licence Facilitator Training
- DPL Completion
- eLearning Explorations – Teachers and Teacher Aides
- eLearning Get Together
- eLearning Innovations Expo
- eLearning Team Skill Development
- Embedded Formative Assessment
- English HOD Meeting
- Enhancing Teacher Practice – Teaching and Learning with an iPad
- Essential Skills for Classroom Management
- ETAQ Seminar
- First Aid
- GO Network Meeting
- GO Professional Networking Day
- Hearing Loss Seminar
- HOD Network Meeting – English, Maths, Science
- Homestay Co-ordinators Workshop
- International Student Programs Conference
- iPad 201: Practical use in the classroom
- IPT - Assessment
- ISP Conference
- Leadership success
- Learning & Well Being Seminar
- Learning Architecture Program
- Literacy workshops
- LSTAQ Workshop
- Master Class Sexuality
- Meeting with Geography SEO
- Mental Health & Wellbeing of Young People Seminar
- Middle Years of Schooling: Travelling Scholar Workshop
- Moderation Meetings
- NAPLAN- Targeted Intervention
- One School
- Pathways to Resilience Trust
- PE Assessment Workshop
- Pre-Retirement Seminar

## Our staff profile

- Q Comp workshop
- QCATs
- QSA Annual Conference
- QSA Monitoring
- QSA Panel Training
- QSA Visual Art Workshop
- QTAC Conference – Field Work Day
- Reading & The Brain Using Neuroscience to Enhance Literacy
- Rehabilitation Training Networking
- Restorative Conference Training
- Restorative Practices
- Schools Officer Network Meeting
- Schools Officer Networking Day
- Schools Officers Conference
- Science Conference
- Secondary Literacy in the Australian Curriculum
- Sexuality Education & Disability Seminar
- SFD - Literacy Focus
- SFD – Career Education
- SFD – ICT
- State Panel Chair & District Review Panel Chair Training
- Study Tours Network Meeting
- Sunshine Coast TAFE Forum
- Supporting the National Training System
- TI Inspire Graphics Calculator workshop
- USC Careers Advisor Day
- VET in Schools Forum
- VET in schools Forum
- VET Summit
- VET Validation and Industry Consultation Day
- Webinar
- Windows 7 Workshop
- Working with Young People – self harm / injury behaviour
- Workshop – New Teacher Aide EB Agreement
- Writing of New Music Syllabus Focus Group - QSA
- Year 12 Moderation
- Year Co-ordinator PD

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

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2013 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.

## Our staff profile

**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.

## Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	91%	89%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

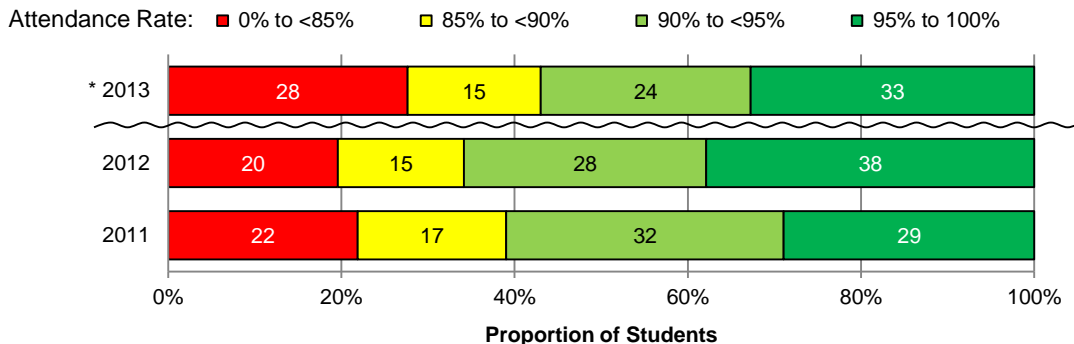
### Student attendance rate for each year level (shown as a percentage)

	Year 8	Year 9	Year 10	Year 11	Year 12
2011	93%	89%	89%	89%	89%
2012	93%	92%	90%	90%	90%
2013	93%	90%	89%	87%	87%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



\* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

### 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.

Our rolls are marked digitally every lesson. The information is collated and anomalies identified. When more than 3 unexplained absences, a phone call home happens. After 5 days, a Student Manager meeting is arranged. 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.

If students are away for extended periods of illness or relevant alternate programs/sport, Student Managers and students may coordinate 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".

# Performance of our students

## 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**

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

The indigenous retention average for Years 8-12 was 80% in 2013. The student attendance rate difference between indigenous and non-indigenous students has reduced to 87.2% indigenous and 90.9% non-indigenous.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	85%	91%

# Performance of our students

<b>Outcomes for our Year 12 cohorts</b>	2011	2012	2013
Number of students receiving a Senior Statement.	203	189	182
Number of students awarded a Queensland Certificate Individual Achievement.	5	4	5
Number of students receiving an Overall Position (OP).	86	61	95
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	35	35	37
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	166	181	140
Number of students awarded an Australian Qualification Framework Certificate II or above.	127	132	95
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	192	183	177
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.	71%	75%	86%
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%	99%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	93%	97%

As at 5 May 2014. 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
2011	6	20	35	24	1
2012	6	20	20	14	1
2013	14	27	41	13	0

As at 5 May 2014. 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
2011	125	115	51
2012	173	112	51
2013	119	81	44

As at 5 May 2014. The above values exclude VISA students.

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

# Performance of our students

## Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 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 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.

# NEXT STEP 2014 YEAR 12 DESTINATIONS Sunshine Beach State High School



## Introduction

This page presents a summary of results of the annual *Next Step* survey for Sunshine Beach State High School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2013, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2014, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

Statewide and regional reports from the *Next Step* survey will be available on the *Next Step* website in September 2014 at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

## Response rate for Sunshine Beach State High School

Table 1 below reports the response rate for Sunshine Beach State High School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Sunshine Beach State High School in 2013.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

**Table 1: Survey response rate, Sunshine Beach State High School 2014**

Number of respondents	Number of students who completed Year 12	Response rate (%)
146	183	79.8

## Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep).

## Summary of findings

In 2014, 52.7 per cent of young people who completed Year 12 at Sunshine Beach State High School in 2013 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (33.6 per cent). The combined VET study destinations accounted for 19.2 per cent of respondents, including 11.0 per cent in campus-based VET programs, with 3.4 per cent of Year 12 completers entering programs at Certificate IV level or higher.

8.2 per cent commenced employment-based training, either as an apprentice (5.5 per cent) or trainee (2.7 per cent).

In addition to the above study destinations, a further 11.6 per cent of respondents from this school deferred a tertiary offer in 2014 (deferrers are shown in Figure 1 in their current destination).

47.3 per cent did not enter post-school education or training, and were either employed (37.7 per cent), seeking work (6.8 per cent) or not in the labour force, education or training (2.7 per cent).

**Figure 1: Main destination of Year 12 completers, Sunshine Beach State High School 2014**

