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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 highlights of 2011 at Sunshine Beach SHS included:

- Year three of Strategic Development Plans for the next four years created and supported by teams of staff
- Action planning in response to Teaching & Learning Audit
- Academic standard and high expectations strengthened in 2011
- Year 12 graduates all received an OP or a Vocational Certificate and/or a QCE (unless exceptional circumstances)
- OP 1-15 steady at 72%
- School-based traineeships/apprenticeships maintained partnership strength in 2010 with over 70 participants
- Lead 'Horizons' Laptop School
- NSSCF Rollout 3 of 460 laptop devices to Senior School
- Music "School of Excellence" status further enhanced through Eisteddfod participation results
- 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 – new data projectors every classroom, over 1000 devices/laptop trolleys, Netbooks, iPads, Apple Macs
- Computers for Teachers – C4T and ICT Certificates awarded to almost 100% staff
- 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 to include approximately 40 students from abroad, along with a short stay Japanese visit
- Successful partnership for all faculties e.g. Rotary, RSL, Lions, United Synergies
- Italian scholarships extended and International learning experiences with excursion abroad
- P&C Parent Liaison Officer proactively profiling our school with community
- Expansion of Scholarship Program across primary school sector
- Schedule Rolling Plan for external painting and furniture replacement
- Strengthened partnership with feeder primary schools to support transition to Middle School
- Focus on profile and marketing "the best" state school has to offer
- Responsible Behaviour Plan reviewed
- Student Council and P&C partnership alignment
- E-Learning and online learning extended with hardware access
- Modification of flexible learning to the Resource Centre
- School refurbishment of industrial technology
- Indigenous project extension feature at front of school
- Canteen refurbishment – School and P&C funded.

School progress towards its goals in 2011

2010 began the implementation of our Quadrennial Review (our Strategic Plan for the next 4 years). The staff are committed to this plan, that was developed with them, in thorough consultation. This extends to students and a small band of dedicated parent supporters.



Future outlook

Our key imperative – performance enhancement through teaching & learning focus – including three strategic imperatives – schoolwide pedagogy (ASOT), data informed classrooms and developing performance frameworks.

During 2012, our school will focus on the following strategic imperatives:

- Continued implementation of our Quadrennial School Review (2010-2014) and T&L Audit Action Plan
- Improved literacy and numeracy performance across all KLAs (including NAPLAN)
- Implementation of C2C
- Inservicing of data informed classroom with QOT professional
- ASOT rollout, 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
- 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
- Further development of ICT hardware, software peripherals and integration of ICT into teaching and learning
- 24/7 access to learning
- Further bandwidth review to meet demands
- Training and development in Restorative Practices to influence RBP
- Microsoft Academy IT trial school
- Support teacher development of ICT certificates focussed on collaborative sharing community
- Trial of different digital learning devices
- Substantial financial planning for ICT hardware replacement – long term sustainability
- Develop and implement, paint & furniture replacement schedule – SMIT project
- Strengthen/maintain successful International Program
- Improved community participation, networks and perception
- Enhanced links with our primary school feeders to maximize student outcomes and improve transition of key learning junctures
- Implementation of OneSchool
- Performance Framework developed and utilised.

School Profile

Coeducational or single sex: Coeducational
Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1059	568	491	86%

To service the needs of our students, we have 4 Administrators, 12 Heads of Departments, 1 HOSES, 71 teaching staff, 36 support staff. This platform from which staff work is collaborative and ensures the smooth operations of a large and dynamic organisation. The school has designed numerous line management structures, communication networks, collaborative teams and working parties to maximise teacher & support staff leadership.

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 40 students who study with us for 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. This faculty extends to also support 12 Student Managers.

Further we host a Special Learning Centre that provides for the needs of approximately 45 Special Education students (e.g. intellectually and physically impaired). The faculty provides specialist staff and facilities to extend learning opportunities for these children.

In 2011, our key strategic priorities included:

- school 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 21st century learning
- focus on student and staff 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Year 4 – Year 10	25.3
Year 11 – Year 12	19.2
All Classes	21.8

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	88
Long Suspensions - 6 to 20 days	10
Exclusions	4
Cancellations of Enrolment	0

Curriculum offerings

Our distinctive curriculum offerings

As identified throughout our website, our Middle Phase of Learning (Year 8 & 9) is based upon the C2C & QCARF (Queensland Curriculum, Assessment & Reporting Framework). It features:

- guidelines as indicated by Queensland Studies Authority (QSA)
- development of thinking skills and self-directed learning
- a timetable based on 6 subjects per semester – with English, Mathematics, Science and Social Science as core
- the integration of information communication technologies; and
- delayed specialisation and experiential 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 no 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, 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 Early Childhood Practices, Certificate II Retail (on-line), Certificate II in Visual Arts & Craft, Certificate II Hospitality and 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 practises support the development of life-long skills for adolescents.

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 & School Band, Woodwind Ensemble, String Ensemble.
- a strong and well represented Student Council structure that 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, traineeships, apprenticeships' mentoring, Indigenous program.
- Our students participate in a wide array of sports – including for example 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 e.g. 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. Our teachers have their own laptop and an extensive program of professional development and learning to enhance student outcomes. Our school is very keen to apply these digital skills to better support our students for the global economy, whilst embracing 21st Century learning and working skills. We have a wireless network throughout the whole school – including the sports centre.

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. Over the next 3 months, our hardware population will grow from 600-1000 devices, along with necessary connectivity and 1:1 personal learning in the senior school.

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 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 2010 School Opinion Survey where parents rated the school above other schools in overall ratings for all schools.

Parent, student and teacher satisfaction with the school

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	81%
Percentage of students satisfied that they are getting a good education at school	72%
Percentage of parents/caregivers satisfied with their child's school	94%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	69%
Percentage of staff members satisfied with morale in the school	88%

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.

Reducing the school's environmental footprint

Over the past three 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 schools energy management.

Environmental footprint indicators, 2010-2011

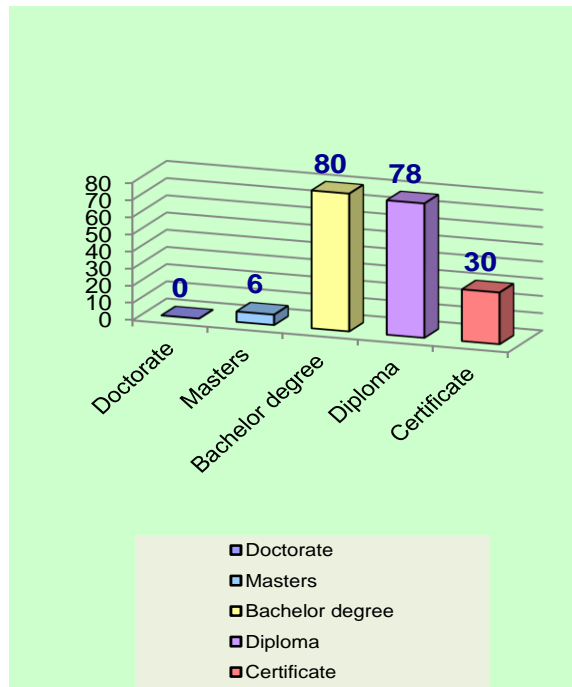
	Electricity KwH	Water KL
2011	385,024	6,686
2010	318,305	5,851
% change 10 - 11	21%	14%

Staff composition, including Indigenous staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	90	36	<5
Full-time equivalents	82	28	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Bachelor degree	80
Diploma	78
Certificate	30



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$61,497.

The major professional development initiatives are as follows:

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 a strong network of learning/sharing within the school.

Some examples of major professional development initiatives are as follows:

- Literacy Focus
- Career Education
- ICT
- Data Project
- Workshop – New Teacher Aide EB Agreement
- QSA Monitoring
- CPR Update
- ASOT Training
- Cross Cultural International Presentation
- VET in Schools Forum
- Digital Pedagogy Licence Facilitator Training
- Hearing Loss Seminar
- eLearning Team Skill Development
- Horizon schools
- Learning Architecture Program
- Sunshine Coast TAFE Forum
- Middle Years of Schooling
- QSA Annual Conference
- International Student Programs 2012 Conference
- ASOT Regional Conference
- ACARA – C2C
- Creating on iPad – Literacy
- OneSchool
- GO Network Meeting
- Rehabilitation Training Networking
- Reading & The Brain Using Neuroscience to Enhance Literacy
- Schools Officers Conference
- Pre-Retirement Seminar
- Writing of the New Music Syllabus Focus Group – QSA
- NAPLAN – Targeted Intervention
- CupCake Workshop
- Cert II in Aquatic Rescue – proficiency upgrade

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**'. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

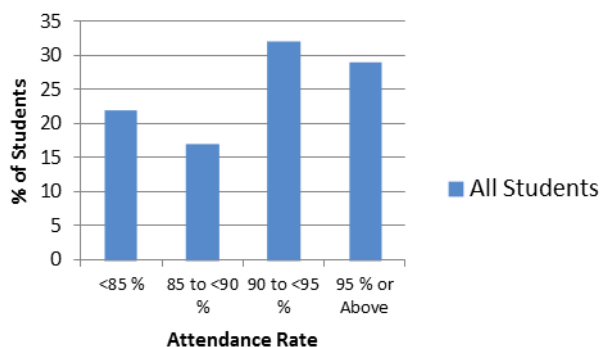
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 8	Year 9	Year 10	Year 11	Year 12
93%	89%	89%	89%	89%

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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. Beyond 5 days are managed by the Administration team through interviews with students and parents.

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

Every effort is made to encourage students and parents to recognise that "Every Day Counts".

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 Years 8-12 was 76.5% in 2011. Year on year progression rates indicate 77.5% for Years 11-12 whilst indigenous register 66.7%.

Apparent retention rates Year 10 to Year 12

Year 12 student enrolment as a percentage of the Year 10 student cohort. 92%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	203
Number of students awarded a Queensland Certificate Individual Achievement.	5
Number of students receiving an Overall Position (OP).	86
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	35
Number of students awarded one or more Vocational Educational Training qualifications.	166
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	127
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	192
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	71%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%

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
6	20	35	24	1

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
125	115	51

We have a number of Certificate I courses including IT, Engineering, Furnishings, Retail & Work Readiness.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

NEXT STEP 2012

STUDENT DESTINATIONS

Sunshine Beach State High School



Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide and regional reports of the *Next Step* survey can be located at the *Next Step* website at 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 attending Sunshine Beach State High School in 2011.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

Number of respondents	Number of students who completed Year 12	Response rate (%)
156	207	75.4

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the state-wide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2012, 40.4 per cent of young people who completed Year 12 at Sunshine Beach State High School in 2011 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (21.2 per cent). The combined VET study destinations accounted for 19.2 per cent of respondents, including 13.5 per cent in campus-based VET programs, with 9.6 per cent of Year 12 completers entering programs at Certificate IV level or higher.

5.8 per cent commenced employment-based training, either as an apprentice (3.2 per cent) or trainee (2.6 per cent).

In addition to the above study destinations, a further 12.2 per cent of respondents from this school deferred a tertiary offer in 2012 (deferrers are shown in Figure 1 in their current destination).

59.6 per cent did not enter post-school education or training, and were either employed (48.7 per cent), seeking work (9.6 per cent) or neither studying nor in the labour force (1.3 per cent).

Figure 1 Main destinations of Year 12 completers

