



Sunshine Beach State High School

# ANNUAL REPORT

# 2019

Queensland State School Reporting

*Every student succeeding*

*State Schools Improvement Strategy*

Department of Education



**Queensland**  
Government

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# From the Principal

## School overview

Welcome to the Sunshine Beach State High School community. Located in the beautiful northern part of Queensland's Sunshine Coast, Sunshine Beach State High School is 5km from Noosa's famous Main Beach. Sunshine Beach is a modern, progressive and internationally accredited state high school. Our school focuses on the development of positive relationships with students and the community, multiple pathways for students, teaching, learning and innovation. We have a strong academic focus and maintain links with several universities, while providing opportunities for workplace learning and certificate courses. Our School offers programs of excellence in Music, Italian and Surfing. Choosing the school that "best" meets your child's needs is one of the most important choices a parent can make. We, at Sunshine Beach State High School, thank you for the opportunity to highlight the features of our school and our Vision for education and learning opportunities. We are absolutely committed to creating a "futures" focused curriculum that aims to prepare students for their future in our global economy. Our school Vision is to "Empower lifelong learners through a challenging and supportive school community". We aim to enhance relevant and real learning experiences that focus on the individual child and their success whilst creating platforms of learning that are needed in the real world of work and life learning. We invite you to be a part of the Sunshine Beach State High experience. We encourage you and your child to meet with members of Administration, Heads of Department and/or staff to support this subject selection process. We look forward to partnering your student on their learning journey and will encourage them to live our motto, "Quality In All We Do". Working with you and for you.

## Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	Yes
<b>Year levels offered in 2019</b>	Year 7 - Year 12

## Characteristics of the student body

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1279	1400	1491
Girls	670	716	751
Boys	609	684	740
Indigenous	41	34	43
Enrolment continuity (Feb. – Nov.)	91%	90%	90%

#### Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2019, there were no students enrolled in a pre-Prep program.

## Overview

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 of the school and are supported by a well-serviced bus transport system. The school has a defined enrolment boundary (EMP) with three main feeder primary schools.

Our school supports 2.8% identified Indigenous students. 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 for various timeframes 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 Wellbeing and Engagement Hub that supports student needs through specialist staff such as, School Based Youth Health Nurse (2), Guidance Officers (2) Chaplain, Behaviour Management specialists, Learning Support teachers and community partnerships with professionals such as adolescent psychologists. This faculty extends also to support six Heads of Year who lead and support 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. The Centre provides specialist staff and facilities to extend learning opportunities for students' specific and individual needs but also promotes inclusiveness, as most students are part of regular classes.

## Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	22	23
Year 11 – Year 12	19	20	19

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## Curriculum implementation

The P-12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

Our Junior Curriculum (Year 7/8/9/10) is based upon the Australian Curriculum and aligns to the P-12 curriculum, assessment and reporting framework. It features:

- 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
- 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. We offer subjects and programs that assist with transition to University or the workforce. We offer TAFE courses and Certificate level courses (Certificate I – IV,) on-line virtual programs and flexible learning opportunities that are devised to cater for individual needs.

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.

We offer a large cross-section of Certificate courses e.g. Certificate III Early Childhood education and care, Certificate II & III Visual Arts, Certificate II Hospitality, Certificate I Business, Certificate III Aged Care, Certificate III Education Support, Certificate III Fitness, Certificate II Electro-technology, Certificate II Horticulture, Certificate II Public Safety, Certificate II Sports Coaching, and Fashion Studies. Specialist Authority subjects in Music Extension, Excellence in Surfing, and Italian are also on offer. Further, we encourage traineeships and scholarships with the support of a SAT officer.

## Extra-curricular activities

Our School features one of the strongest music programs on the Sunshine Coast. It comprises Choir, Stage & Concert Bands, Percussion Ensembles and String Orchestra. We also have individuals involved in writing, playing and recording music.

Our Surfing program has produced internationally recognised surfers and continues to grow as we take advantage to the community in which we live and work. Other Co-curricular activities include:

- A strong and well-represented Student Council structure which enables "voices" of the student population.
- Accelerated programs including University Head start and extension programs
- Debating, youth speaks, creative writing,
- Traineeships, apprenticeships' mentoring, Indigenous program.
- A wide array of sports – including Water Polo, Royal Lifesaving, Rugby League, Rugby Union, Netball, Athletics and AFL Football (and any other opportunities as they arise).
- Numerous after-school tutorial sessions are on offer for senior subjects, Monday to Thursday and a senior Study Club with afternoon tea operates on a Thursday.
- Cheerleading
- Drama Evenings
- Duke of Edinburgh

## How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

A 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 and students participate in "Bring Your Own Device". There is an extensive program of professional development and learning to enhance student outcomes.

Our school seeks to apply digital skills to support students in the global economy, whilst embracing 21st Century learning and working skills. We have a wireless network throughout the school and we are continually extending the suite of software packages and learning centres to enhance the education process.

EdStudios, Class OneNote and other platforms allow teachers to individualise programs for students and for students to access their learning whilst at home.

## Social climate

### Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Responsible Behaviour Plan for Students is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at <https://www.qld.gov.au/education/schools/health>.

Sunshine Beach State High School has a strong focus on student welfare. The school invests in six Heads of Year (key well-being, mentors/teacher leaders) who assist students to reach their potential. Our Wellbeing and Engagement team comprising of, Guidance Officers, School Based Youth Health Nurse, Chaplain, Learning Support teachers, and Traineeship Officer work with students to support them academically, socially and emotionally. This creates a network to ensure we focus on our school vision to provide a "supportive" school environment.

Through our #Connections program we offer explicit teaching around safe behaviours, bullying and resilience.

Our teaching staff are supported by numerous teacher aides who work in class to assist with differentiation and meeting the needs of all students.

The Student Council is supported by a Guidance Officer to provide an opportunity for students to "have a voice" and to have an active part in creating an inclusive environment within the school.

An LGBTQI+ support group operates to assist in raising awareness and supporting other students and raising awareness.

## Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree <sup>#</sup> that:	2017	2018	2019
• their child is getting a good education at school (S2016)	95%	99%	93%
• this is a good school (S2035)	96%	99%	94%
• their child likes being at this school* (S2001)	94%	98%	94%
• their child feels safe at this school* (S2002)	98%	98%	93%
• their child's learning needs are being met at this school* (S2003)	93%	94%	89%
• their child is making good progress at this school* (S2004)	93%	97%	88%
• teachers at this school expect their child to do his or her best* (S2005)	98%	99%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	94%	89%
• teachers at this school motivate their child to learn* (S2007)	91%	94%	88%
• teachers at this school treat students fairly* (S2008)	95%	94%	89%
• they can talk to their child's teachers about their concerns* (S2009)	94%	98%	90%
• this school works with them to support their child's learning* (S2010)	91%	93%	89%
• this school takes parents' opinions seriously* (S2011)	91%	97%	92%
• student behaviour is well managed at this school* (S2012)	86%	94%	79%
• this school looks for ways to improve* (S2013)	94%	98%	94%
• this school is well maintained* (S2014)	94%	98%	94%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree <sup>#</sup> that:	2017	2018	2019
• they are getting a good education at school (S2048)	97%	95%	92%
• they like being at their school* (S2036)	89%	93%	91%
• they feel safe at their school* (S2037)	94%	94%	98%
• their teachers motivate them to learn* (S2038)	87%	93%	87%
• their teachers expect them to do their best* (S2039)	97%	96%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	91%	80%
• teachers treat students fairly at their school* (S2041)	87%	74%	77%
• they can talk to their teachers about their concerns* (S2042)	74%	74%	77%
• their school takes students' opinions seriously* (S2043)	84%	76%	67%
• student behaviour is well managed at their school* (S2044)	78%	75%	64%
• their school looks for ways to improve* (S2045)	92%	89%	86%
• their school is well maintained* (S2046)	97%	90%	83%
• their school gives them opportunities to do interesting things* (S2047)	91%	91%	87%

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2017	2018	2019
• they enjoy working at their school (S2069)	97%	95%	98%
• they feel that their school is a safe place in which to work (S2070)	98%	97%	96%
• they receive useful feedback about their work at their school (S2071)	93%	91%	82%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	92%	85%
• students are encouraged to do their best at their school (S2072)	97%	99%	98%
• students are treated fairly at their school (S2073)	97%	98%	97%
• student behaviour is well managed at their school (S2074)	88%	92%	85%
• staff are well supported at their school (S2075)	91%	86%	82%
• their school takes staff opinions seriously (S2076)	88%	84%	78%
• their school looks for ways to improve (S2077)	95%	100%	96%
• their school is well maintained (S2078)	89%	87%	87%
• their school gives them opportunities to do interesting things (S2079)	93%	89%	88%

\* Nationally agreed student and parent/caregiver items.

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at <https://education.qld.gov.au/parents-and-carers/community-engagement>

Once a month the school hosts a Parent Coffee morning where parents are able to meet with school administration and teaching staff and ask questions or undertake some learning. These coffee mornings take place on and off campus and are well patronised.

At Sunshine Beach SHS we continually seek ways to engage our parent and community body in the school. Some initiatives for this are:

- Continued development and promotion of the P&C and School Council as the key parent/community focus groups
- "Flourish" our twice per term curriculum newsletter
- "SHINER" newsletter distributed each semester
- Year 7 parent & student orientation programs
- Parent, teachers and key staff in consultation processes to generate and endorse ICPs at appropriate age for that student
- Crest academic program
- Music Excellence
- Parent/Teacher/Student conferences
- Parent Coffee mornings
- Use of Facebook and Instagram to relay events, celebrations and receive feedback.

## Respectful relationships education programs

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community. Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness,

relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour
- less disruptive classroom behaviour, aggression, bullying and delinquent acts
- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships>

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	66	110	162
Long suspensions – 11 to 20 days	7	5	10
Exclusions	8	6	3
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	394,434	403,961	392,980
Water (kL)	6,879	6,227	3,943

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website.

#### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



[View School Profile](#)

4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	116	50	<5
Full-time equivalents	106	38	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

- (a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or
- (b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or
- (c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- [https://cdn.qct.edu.au/pdf/Policy\\_Teacher\\_registration\\_eligibility\\_requirements](https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements)
- <https://www.qct.edu.au/registration/qualifications>

## Professional development

### Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

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

From the end of the previous school year, 97% of staff were retained by the school for the entire 2019.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2019 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	90%	90%	90%
Attendance rate for Indigenous** students at this school	83%	85%	87%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

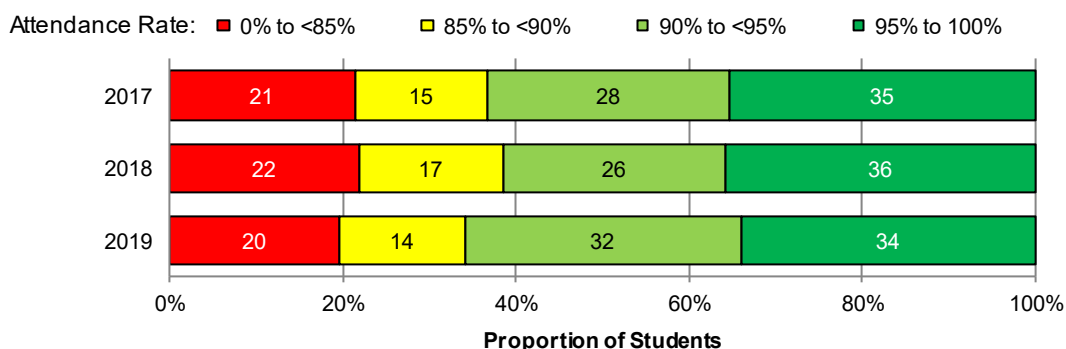
Year level	2017	2018	2019
Year 7	93%	93%	92%
Year 8	91%	88%	91%
Year 9	89%	89%	88%
Year 10	88%	87%	89%
Year 11	90%	92%	90%
Year 12	90%	90%	93%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

School sector

School type

State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile

NAPLAN

Attendance

Finances

VET in schools

Senior secondary

Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	181	192	145
Number of students awarded a QCIA	2	3	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	179	189	143
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	66	55	73
Percentage of Indigenous students who received an OP	50%	0%	20%
Number of students awarded one or more VET qualifications (including SbAT)	83	100	68
Number of students awarded a VET Certificate II or above	76	90	57
Number of students who were completing/continuing a SbAT	31	39	21
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	92%	85%	86%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	98%	99%	95%

Notes:

- The values above:
  - are as at 05 February 2020
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	15	14	14
6-10	27	21	22
11-15	19	12	27
16-20	5	7	10
21-25	0	1	0

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	20	11	13
Certificate II	66	82	42
Certificate III or above	27	19	26

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	79%	81%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	71%	33%	56%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

### Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at <https://sunshinebeachhigh.eq.edu.au>.