



Sunshine Beach State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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. Leanne Jensen-Steele PRINCIPAL

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Sunshine Beach State High School has continued its success stories that have been 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 for each individual child and the school as a whole through quality teaching and learning.

Some of our highlights of 2017 at Sunshine Beach SHS included:

- Continued embedding and development of our student wellbeing program (#Connections): growth mindset, goal setting and character education
- Expansion of New Pedagogies for Deep learning (a global network of schools from around the world committed to improving learning for every student) across several faculties and year levels
- Bring Your Own Device (BYOD) Program rolled out to students in Years 7-12 with a current 95% uptake. Students without a BYOD device are catered for with school provided day use machines.
- Embedding of unique Junior Secondary precinct that is owned and understood
- Review of strategic plans for the second last year of the current strategic plan created and supported by staff teams
- Academic standard and high expectations strengthened and improved in 2017

- Continued immersion of all staff in ASOT pedagogical framework across school during “orange day” planning of units focusing on learning goals and proficiency scales
- Deepening understanding and teaching & learning skills around Marzano and Fullan research
- Literacy coaches provided effective whole school approaches to improving literacy (PEEL, reading placemats, vocabulary)
- 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 remained steady at 92%
- With 56 participants, school-based traineeships/apprenticeships maintained partnership strength in 2017
- Staff involved and participating in QCAA new senior syllabus training
- Staff informed at presentations of new QCE and syllabus development
- Staff developing units of work for semester 1 year 10 to prepare students for new senior syllabus
- Whole school New QCE transition plan developed and implemented
- Commenced Coolom, Noosa, Sunshine New QCE alliance to work in subject clusters and executive level
- 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 student’s long term and 40 short stay visitors
- Extension of Italian Cividale partnership with teacher and student exchange
- Implement China 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 and School Council proactively profiling our school within community
- Expansion of Scholarship Program across primary school sector
- Strong partnership and teaching & learning with primary feeder schools
- Embedding of Crest Program into Year 7 with a Science, Technology, Engineering & Mathematics (STEM) focus
- Quality transition programs with feeder schools including Young Crest Program for primary students (STEM focus)
- Facilities Development Plan in place
- Scheduled upgrades of facilities
- New spray jackets and track pants introduced for student uniform
- Indigenous Student Council representative establishment
- Full School & Student Council representative established on the School Council
- Pilot program for teaching across Maths/Science/English/Humanities for Year 7
- Enhanced social media platforms to include Instagram
- Facebook a major site of community information sharing
- Strengthened partnership with feeder primary school cluster to support transition to Junior Secondary
- Focus on profile and marketing “the best” state schooling has to offer
- Enrolment Management Plan enforced
- Responsible Behaviour Plan implemented

Future Outlook

Our key imperatives identified in our Explicit Improvement Agenda are –

Reading
Upper 2 Bands
Students needing support

Strategies and programs aimed at improving these agenda are -

- Focus on schoolwide pedagogy (ASOT & NPDL) with an emphasis on Literacy, Numeracy, Critical Thinking, E-Learning and Differentiation;
- Data informed classrooms and interrogation and triangulation of data sets
- Developing performance frameworks/pedagogy through Annual Performance Development Plan (APDP)
- Participate in the School Improvement Unit school review process in 2018
- Review and write the 2019-2022 strategic plan through the Quadrennial School Review 2018
- Improved literacy and numeracy performance across all KLAs (including NAPLAN)
- Focus on upper two bands through NAPLAN improvement
- Continued Implementation of C2C
- Depth of data informed classroom and use to create constructive feedback loops at all layers of organisation
- ASOT rollout, and implementation 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 incorporate Literacy, Numeracy, ICT Plans, Professional Development and pedagogy
- Continue to embed 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
- Prepare, plan and implement new QCE and senior syllabus through staff capacity and knowledge. Provide training and time for staff to prepare units, learning activities and assessment
- Improved literacy and numeracy performance across all KLAs (including NAPLAN)
- 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 and the exit of half cohort in 2019 and new facilities for 2020
- 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 feeder primary schools to improve transition success
- Implementation of OneSchool & school management systems that also supports Q Parents App
- Performance Framework developed and utilised – aspirant focus
- Strengthen partnership with Noosa Council, Universities, TAFEs, private providers
- SMS text messaging absence

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1271	672	599	37	88%
2017	1234	659	575	31	90%
2017	1279	670	609	41	91%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

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 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 2.8% 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 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 2017, 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2017	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	22	23
Year 11 – Year 12	21	20	19

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 – IV) on-line virtual programs. Flexible learning opportunities are devised to cater for individuals on an individual basis.

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 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, 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 Thursday & Skills.

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.

Co-curricular 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 Head start, 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 League, 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 for virtually every senior subject from Monday to Thursday and a senior Study Club with afternoon tea on Thursday.
- Cheerleading
- Drama Evenings
- Duke of Edenborough

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 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

Overview

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 school funded Skills program in conjunction with The Salvation Army. 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 2017 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2017	2017
their child is getting a good education at school (S2017)	92%	96%	95%
this is a good school (S2035)	94%	94%	96%
their child likes being at this school* (S2001)	91%	92%	94%
their child feels safe at this school* (S2002)	98%	92%	98%
their child's learning needs are being met at this school* (S2003)	86%	92%	93%
their child is making good progress at this school* (S2004)	89%	94%	93%
teachers at this school expect their child to do his or her best* (S2005)	97%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	91%	93%
teachers at this school motivate their child to learn* (S2007)	80%	92%	91%
teachers at this school treat students fairly* (S2008)	85%	93%	95%
they can talk to their child's teachers about their concerns* (S2009)	89%	96%	94%
this school works with them to support their child's learning* (S2010)	85%	90%	91%
this school takes parents' opinions seriously* (S2011)	82%	94%	91%
student behaviour is well managed at this school* (S2012)	86%	93%	86%
this school looks for ways to improve* (S2013)	92%	96%	94%
this school is well maintained* (S2014)	98%	100%	94%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2017	2017
they are getting a good education at school (S2048)	97%	94%	97%
they like being at their school* (S2036)	89%	86%	89%
they feel safe at their school* (S2037)	93%	92%	94%
their teachers motivate them to learn* (S2038)	93%	90%	87%
their teachers expect them to do their best* (S2039)	97%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	83%	83%	93%

Performance measure			
Percentage of students who agree [#] that:	2015	2017	2017
teachers treat students fairly at their school* (S2041)	79%	72%	87%
they can talk to their teachers about their concerns* (S2042)	79%	72%	74%
their school takes students' opinions seriously* (S2043)	83%	70%	84%
student behaviour is well managed at their school* (S2044)	72%	68%	78%
their school looks for ways to improve* (S2045)	92%	92%	92%
their school is well maintained* (S2046)	96%	92%	97%
their school gives them opportunities to do interesting things* (S2047)	93%	88%	91%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2017	2017
they enjoy working at their school (S2069)	100%	95%	97%
they feel that their school is a safe place in which to work (S2070)	100%	95%	98%
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)	83%	85%	88%
students are encouraged to do their best at their school (S2072)	98%	94%	97%
students are treated fairly at their school (S2073)	98%	91%	97%
student behaviour is well managed at their school (S2074)	92%	86%	88%
staff are well supported at their school (S2075)	91%	83%	91%
their school takes staff opinions seriously (S2076)	91%	84%	88%
their school looks for ways to improve (S2077)	98%	94%	95%
their school is well maintained (S2078)	93%	92%	89%
their school gives them opportunities to do interesting things (S2079)	92%	90%	93%

* 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

- Continued development and promotion of the P&C and School Council as the key parent/community focus groups
- 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
- 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

Respectful relationships programs

The school has implemented a school wide #Connections program which is a weekly program aimed at positive and health relationships, growth mindset, personal discovery and improvement and academic monitoring and mentoring. The school also has proactive workshops from professionals such as the Queensland Police force to promote and positive behavior and safety in the community.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2017	2017
Short Suspensions – 1 to 10 days	142	107	66
Long Suspensions – 11 to 20 days	7	5	7
Exclusions	4	1	8
Cancellations of Enrolment	3	1	0

Environmental Footprint

Reducing the school's environmental footprint

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		
Years	Electricity kWh	Water kL
2014-2015	399,224	44,421
2015-2017	400,432	3,021
2017-2017	394,434	6,879

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.

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 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

Sector:

Government

Non-government

Where it states '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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	104	44	0
Full-time Equivalents	98	35	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	8
Graduate Diploma etc.**	27
Bachelor degree	66
Diploma	9
Certificate	0

*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$98,242.07

The major professional development initiatives are as follows:

PD and Activity Details for 2017
North Coast Region North Coast Teacher's Seminar
QUT Teachers PD- 3D Printing, Programming and Pedagogy
SET PLAN – A Strength Approach
SCR Team Officials PD
Instrumental Music Syllabus Trial
Parent's Morning Tea
CASE workshop
NPDL
PE Senior Syllabus Conference/ Forum
Financial Reports
WISC V Training – GO Assessment Tool
QCAA Monitoring
GO PD Day
QELi Aspiring Leaders
Drama Qld State Conference

Cert 2 Aquatic Rescue Update
Numeracy Meeting with UQ Professor Merrilyn Goos
ADF- GO Forum
Fusion NDPL Planning
ESFP – Student in care key contact information session
North Coast Numeracy Cluster
Noosa Longweekend Festival Launch
Orange Day
QSS Triathlon Championships
Principal's Conference
Parents Group Meetings
IOS Deployment
Numerate Futures Numeracy Conference
UQ Interview regarding Numeracy at SBSHS
Augmented Libraries Conference
Sister School Engagement - China
Mentoring Beginning Teachers Workshop
Q Super Seminar
Cert II Tourism Program Writing
BYOD Planning Day
AO2 Finance Program
ICP Planning with AVT
Advancing Skills for the Future
Recreation Work Program
QParents
Asbestos Management Training
AIPT Cert III Fitness – Staff Induction Teleconference
Lane Clark, Deep Thinking for Deep Learning
QCAA – State Review Panel Chair Conference
Economics PD
Opera Australia Choir Director's Learning Day
QCAA Design and Technology Workshop
HAT & LT Workshop
QTU New Educators Training Day
International Fair
Cairns Training Academy Regional Moderation
TRG Meeting / VETs Meeting
TAFE at School Partnership Breakfast
STEM Teacher Professional Development
Upgrade TAE40116
Creating the most engaging STEM classroom
National School Improvement Tool
Secondary Timetabling Planning Next Year's Timetable
QCAA Moderation Meeting
International Conference
Schools Officer Conference
Combined Numeracy cluster meetings SEQ
Profiling Course
2017 Brisbane Mental Health & Wellbeing of Young People Seminar
Maryborough Music Conference
PBL Conference
2017 Queensland Schools VET Conference
Guidance Colloquium "Out of the Blue" Positive Mental Health
HOSES Network Meeting
DP Network Meeting
QTU Executive Meeting
BYETC Course
Primary School Transition - SEU
13 – 19 Yrs Girls Secondary Schools State Hockey Championships
Using the Literacy Continuum to develop a personalised literacy plan
Experience High School for a Day
Busy at Work % TAFE Qld - SCHI
QSPA
QCAA Training Marker Day
GO Team Meeting
Masterclass for Teachers: First Nations work in context
State Touch Football
State Schools Surfing Titles
Understanding, Treating and Managing School Refusal
Science HOD Meeting

RLSSA Aquafutures Conference
Youth Mental Health First Aid (YMHA) Course
HOSES – State Conference
Cleaner's Training
QTU Area Training and Meeting
Quality Assurance for Assessment – North Coast Cluster
Accreditation of International Program
NCCD Meeting
Signing of Memorandum of Understanding
Off site meeting with VideoPro
ND Athletics Planning Meeting
Lead Teacher Application
WPHS / Facilities Meeting
Notta Grand Prix
Trauma Focused Adventure Therapy
Health Syllabus Implementation
Rock and Water Training
EAP- Verification for Students with a Disability
PBL Master Class
Mathematics & ICP's
FLL Teacher PD Workshop
Behaviour Management Essentials
Experience High School for a Day
North Coast Numeracy Cluster Meeting
International Relations Meeting
QELi
District Track and Field Nominations Data Entry
VET Planning
Visit to Australia Zoo with Chinese Visitors
NDPL/STEM school visit from Bribie Island
Great Book Swap
TRG Meeting & VOC Meeting
World of Drones Teacher PD
Breaking the Silence – Domestic Violence Program
WPHS Network Meeting
North Coast Region Numeracy Cluster Meeting
SET Plans
Managing the Active Timetable
OC Day Meeting
Sunshine Coast Region Tourism Workforce Plan
Tri School - Health
Postvention Planning Workshop
Child Prevention is Everybody's Business
QSS Triathlon Committee Planning Day
Women in Leadership
Beginning Teacher Workshop
Duke of Edinburgh Award Meeting
SET Plan Verification
Arduino Workshop
First Aid Training
SKiLS meeting
Visit to Nambour Special School for Observation Meeting
RACQ Maryborough Technology Challenge
IPS Alliance Conference
Health Collaboration Noosa, Coolool and SBSHS
Nuts & Bolts: Beginner Drama Teacher PD
Health Syllabus PD
DCE Scholastic Championship
Beginning Teacher Planning Day
AASCF State Championship
Yr 12 Moderation
Accelerate School Improvement
General Mathematics Meeting
Qld School Sports Annual Planning Day
SC SAFE WORK Month Forum
First Aid CPR Update
National Surfing Titles

School Council Training
Cert 4 Training and Assessment – Industry Update
USC Indigenous Symposium
Assessment / Study Plan Amendment - Furnishing
STEM Maths B
Case Management transition – Additional needs (PI)
Safe Schools
Accredited Officer's Training Workshop
Stretching Your Leadership
Union Governance Training
Practical FBA Training
NCR Numeracy Cluster Meeting
BYOx Conference
Maths HOD Cluster Meeting
Drones in STEM Education
VET Validation Days
DELL Conference
SBS Finance Training
QCAA Comparability Meetings
HR Roadshow Workshop
Navigating the MUP Process
Strategic Retreat
CNS SATE cluster Meeting
Italian Proficiency Day
Student Teacher Uni Placement Visit
Indigenous Planning
Careers
Reboot
Meridan State College Induction
Completion of TAE Upgrade
Connections Planning Day
Professional Literacy Network Meeting
Drama Curriculum Audit Day
Diabetes Training
Year 10 Range Day Health - meeting
CNS SATE Cluster Meeting
Yr 10 Writing Meeting - English
QTU Executive Meeting
Yr 10 Planning Day - Meeting
NCR Numeracy Cluster Meeting
QSSTRI Teleconference
ISP Meeting
1800 Q Study Cluster Training
Meeting with Vice Chancellor USC on behalf of Sunshine Coast Alliance

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2017	2017
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 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2017	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	89%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	85%	83%

*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 student attendance rate in 2017 for all Queensland Secondary schools was 90%.

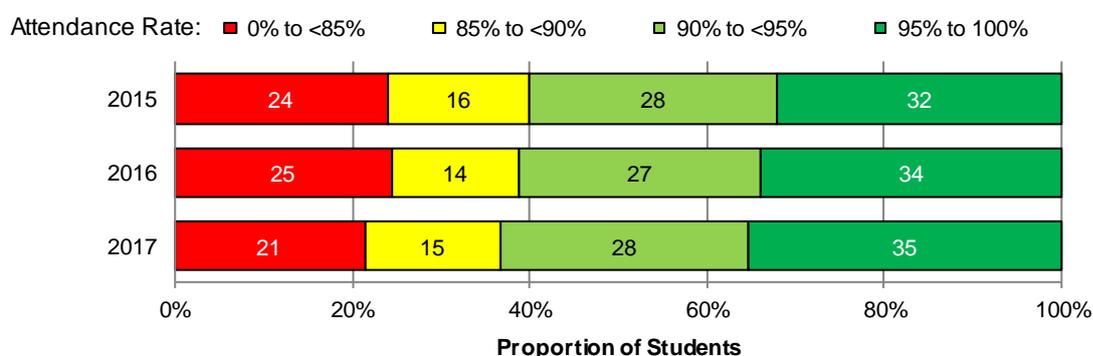
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	92%	89%	89%	90%	89%
2017								92%	89%	90%	87%	90%	90%
2017								93%	91%	89%	88%	90%	90%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

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 ID Attend. The information is collated and anomalies identified. Immediate parent contact using ID attend text messaging system to inform of full or part day/s absence is used. Text messages are sent at the end of every lesson if a student is marked 'unexplained absence'.

HOD Student Services generates report (Watchlist) for students in Years 7, 8, 9 and 10.

After 5 unexplained absences of where there is a persistent pattern of unexplained absences or general attendance falls below 75% with unsatisfactory explanations, OneSchool unexplained absence letter is generated and Absentee Officer informed.

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..

NAPLAN

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

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

Find a school

Where it states '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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2017	2017
Number of students receiving a Senior Statement	158	195	181
Number of students awarded a Queensland Certificate of Individual Achievement.	4	9	2
Number of students receiving an Overall Position (OP)	73	52	66
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	38	31

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2017	2017
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	130	114	83
Number of students awarded an Australian Qualification Framework Certificate II or above.	77	104	76
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	154	186	179
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	73%	96%	92%
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.	99%	97%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	96%	98%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	9	20	24	19	1
2017	12	22	16	2	0
2017	15	27	19	5	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	111	58	34
2017	62	76	51
2017	20	66	27

As at 14th February 2018. The above values exclude VISA students.

We have a number of Certificate II, III & IV courses including IT, Engineering pathways, Business, Tourism, Early Childhood Education and care, Education support, Hospitality, Fitness, Visual Arts, Applied fashion and Legal studies. Some of these certificates are provided by the School, whilst others are through external RTO.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2017	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	82%	79%	79%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	57%	71%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12

Description	2015	2017	2017
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Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.sunshinebeachhigh.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

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.

Conclusion