



Sunshine Beach State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

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 State High 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 look forward to partnering with students on their learning journey and will encourage them to live our motto, "Quality In All We Do". Working with you and for you.

School progress towards its goals in 2018

In 2018, Sunshine Beach SHS continued to demonstrate high success rates in regards to student achievement, sporting achievement and global education.

Throughout 2018, we continued our work with New Pedagogies for Deep Learning (NPDL) focussing on the 21st Century skills of Critical Thinking, Creativity, Collaboration, Communication, Citizenship and Character. Using this as a platform to engage with other schools from around the world, to develop problem solving and thinking skills in our students along with allowing them to develop resilience and a self-reflective growth mindset.

Our NAPLAN results continued to improve with the school now achieving Mean Scale Scores and Upper Two Band results at, or above the Nation in all domains.

Explicit pedagogical coaching was implemented in 2018 focussing on writing, numeracy and NPDL. Staff also participated in classroom profiling and wellbeing training, building the capability of our teaching staff.

Through "Orange Days" staff were able to engage with the New QCE curriculum, writing Teaching, Learning and Assessment Plans (TLAPs), ensuring a smooth start to the new system at the beginning of 2019.

Our school's focus on global engagement saw Sunshine Beach SHS awarded, The State Winner, Showcase Awards for Excellence in Schools, Global Engagement for 2018.

In 2018 our school undertook a school review with key findings being:

- Staff members, students and parents are proud of the reputation the school has established as a school of choice in the local district and beyond
- The School is committed to building a professional team of teachers
- The Explicit Improvement Agenda priorities of 'writing, Upper Two Bands (U2B) and students needing support' are actioned by leaders and teachers across the school
- A whole-school commitment to the use of data to inform decisions is documented in a detailed data plan
- Teachers utilise a wide range of approaches to record teaching strategies on differentiation templates including edStudio and OneNote.
- Staff members across the school demonstrate their commitment to continual improvement in teaching and learning practices
- School leaders identify the importance of building on the established classroom observation and feedback model
- The school curriculum plan is supported by comprehensive subject work programs, year level curriculum overviews and unit plans developed by teachers in each subject area
- Community members, parents, students and staff members speak of a strong sense of community and belonging to a school that is committed to maximising the learning opportunities of every student.

Future outlook

In 2019 our focus, through our Explicit Improvement Agenda will be on:

Continuing our work on writing, ensuring on demand writing is occurring across the curriculum and students are provided with meaningful feedback. (NAPLAN U2B writing target of Year 7: 20%; Year 9: 15%)

Inclusivity – ensuring our practices are inclusive and provide the opportunities for all students to achieve their potential.

The development of our curriculum – In Years 7-10, alignment of our curriculum to the Australian Curriculum version 8 and in the senior school the development of teaching, learning and assessment pieces that match the requirements of the new QCE.

Our focus will also be to continue to ensure 100% QCE attainment; attendance rates of greater than 90% for students and 100% of our exiting year 12 OP eligible students attaining an OP between 1 and 15.

We will also continue to our global engagement strategy, strengthening our relationship with our sister schools in Italy and China, providing opportunities for students and staff to engage through visits and virtual learning collaboration.

NPDL will continue to be incorporated into our pedagogical framework, with it also being integrated into our wellbeing program, developing the competencies of critical thinking, creativity, collaboration, communication, citizenship and character.

The use of data to inform our practice will continue to be an area of priority, with further capability within teachers developed and utilising targeted strategies to improve the data of specific students.

We will continue to develop and strength our partnerships with neighbouring schools and with local businesses and the Noosa Council.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1234	1279	1400
Girls	659	670	716
Boys	575	609	684
Indigenous	31	41	34
Enrolment continuity (Feb. – Nov.)	90%	91%	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 2018, there were no students enrolled in a pre-Prep program.

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 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 Student Services centre that supports student needs through specialist staff such as, School Based Youth Health Nurse, Guidance Officer and Chaplain, Behaviour Management specialists, Learning Support teachers and community partnerships. 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	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	23	22
Year 11 – Year 12	20	19	20

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 delivery

Our approach to curriculum delivery

Our Junior Curriculum (Year 7/8/9/10) is based upon the Australian Curriculum and aligns to the Queensland Curriculum, Assessment and Reporting Framework (QCARF). 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.

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. It comprises Choir, Stage & Concert Bands, Percussion Ensembles and String Orchestra. We also have individuals involved in writing, playing and recording music. 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, Rowing, Rugby League, Rugby Union, Netball, Athletics, Surfing 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

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. Data projectors, trials of Apple Macs, Netbooks & iPod Touches, ICT peripherals and virtual classroom access are enabling students to embrace 21st Century styles of learning.

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

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 support Services 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.

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.

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# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	95%	99%
• this is a good school (S2035)	94%	96%	99%
• their child likes being at this school* (S2001)	92%	94%	98%
• their child feels safe at this school* (S2002)	92%	98%	98%
• their child's learning needs are being met at this school* (S2003)	92%	93%	94%
• their child is making good progress at this school* (S2004)	94%	93%	97%
• teachers at this school expect their child to do his or her best* (S2005)	96%	98%	99%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	93%	94%
• teachers at this school motivate their child to learn* (S2007)	92%	91%	94%
• teachers at this school treat students fairly* (S2008)	93%	95%	94%
• they can talk to their child's teachers about their concerns* (S2009)	96%	94%	98%
• this school works with them to support their child's learning* (S2010)	90%	91%	93%
• this school takes parents' opinions seriously* (S2011)	94%	91%	97%
• student behaviour is well managed at this school* (S2012)	93%	86%	94%
• this school looks for ways to improve* (S2013)	96%	94%	98%
• this school is well maintained* (S2014)	100%	94%	98%

* 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# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	97%	95%
• they like being at their school* (S2036)	86%	89%	93%
• they feel safe at their school* (S2037)	92%	94%	94%
• their teachers motivate them to learn* (S2038)	90%	87%	93%
• their teachers expect them to do their best* (S2039)	98%	97%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	83%	93%	91%
• teachers treat students fairly at their school* (S2041)	72%	87%	74%
• they can talk to their teachers about their concerns* (S2042)	72%	74%	74%
• their school takes students' opinions seriously* (S2043)	70%	84%	76%
• student behaviour is well managed at their school* (S2044)	68%	78%	75%

Percentage of students who agree# that:	2016	2017	2018
• their school looks for ways to improve* (S2045)	92%	92%	89%
• their school is well maintained* (S2046)	92%	97%	90%
• their school gives them opportunities to do interesting things* (S2047)	88%	91%	91%

* 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 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	97%	95%
• they feel that their school is a safe place in which to work (S2070)	95%	98%	97%
• they receive useful feedback about their work at their school (S2071)	85%	93%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	88%	92%
• students are encouraged to do their best at their school (S2072)	94%	97%	99%
• students are treated fairly at their school (S2073)	91%	97%	98%
• student behaviour is well managed at their school (S2074)	86%	88%	92%
• staff are well supported at their school (S2075)	83%	91%	86%
• their school takes staff opinions seriously (S2076)	84%	88%	84%
• their school looks for ways to improve (S2077)	94%	95%	100%
• their school is well maintained (S2078)	92%	89%	87%
• their school gives them opportunities to do interesting things (S2079)	90%	93%	89%

* 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

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
- Development of monthly parent group
- "Flourish" our twice per term curriculum newsletter
- "SHINER" newsletter distributed each semester
- Weekly curriculum and activity based year level emails
- 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 & "Water is Life" global project
- Parent/Teacher/Student conferences
- Use of Facebook to relay events, celebrations and receive feedback.

Respectful relationships education programs

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

Through explicit teaching within #Connections respectful relationships is addressed. A number of curriculum areas also address respectful relationships within the context of their subject matter. The HPE curriculum, in particular has a focus on 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	2016	2017	2018
Short suspensions – 1 to 10 days	107	66	110
Long suspensions – 11 to 20 days	5	7	5
Exclusions	1	8	6
Cancellations of enrolment	1	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

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 have 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. A significant increase in our student numbers in 2018 has seen a higher demand on electricity. Water consumption has been kept in line with previous years through the reduction in grounds watering due to weather conditions and with tank and recycled water usage.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	400,432	394,434	403,961
Water (kL)	3,021	6,879	6,227

Note:

Consumption data is compiled from sources including ERM, Ergon 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 at.

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.

Find a school
Search website

Go

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.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

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	111	51	<5
Full-time equivalents	102	40	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	6
Graduate Diploma etc.*	44
Bachelor degree	57
Diploma	3
Certificate	0

*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 2018 were \$91,074.56

The major professional development initiatives are as follows:

- Australian Curriculum implementation
- New QCE implementation
- Leadership programs
- International/Global engagement
- First Aid
- VET accreditation training
- New Pedagogies for Deep Learning (NPDL)
- Finance Training
- Youth Mental Health

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 97.1% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 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	2016	2017	2018
Overall attendance rate* for students at this school	89%	90%	90%
Attendance rate for Indigenous** students at this school	85%	83%	85%

* 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

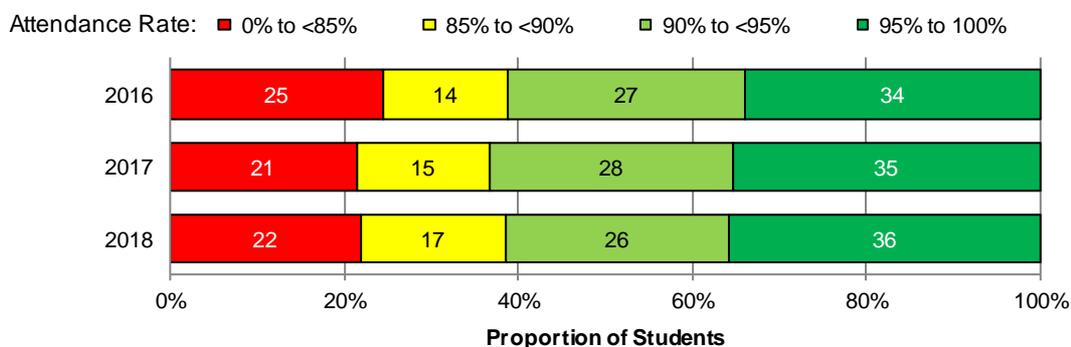
Year level	2016	2017	2018
Year 7	92%	93%	93%
Year 8	89%	91%	88%
Year 9	90%	89%	89%
Year 10	87%	88%	87%
Year 11	90%	90%	92%
Year 12	90%	90%	90%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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 and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

At Sunshine Beach SHS, class 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'.

The H.o.D Student Services generates a report (Watchlist) for students in Years 7, 8, 9 and 10 identified as having significant attendance issues.

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

If students are away for extended periods of illness or relevant alternate programs/sport, HOY and teachers may co-ordinate with students for 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, via emails, newsletters and Facebook. Students with 100% or very high (greater than 94%) attendance are recognised through the awarding of a certificate of attendance.

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.

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

4. Click on ‘NAPLAN’ to access the school NAPLAN information.

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 and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	195	181	192
Number of students awarded a QCIA	9	2	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	186	179	189
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%

Description	2016	2017	2018
Number of students who received an OP	52	66	55
Percentage of Indigenous students who received an OP	0%	50%	0%
Number of students awarded one or more VET qualifications (including SAT)	114	83	100
Number of students awarded a VET Certificate II or above	104	76	90
Number of students who were completing/continuing a SAT	38	31	39
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	96%	92%	85%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97%	99%	98%
Percentage of QTAC applicants who received a tertiary offer.	96%	98%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - 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	2016	2017	2018
1-5	12	15	14
6-10	22	27	21
11-15	16	19	12
16-20	2	5	7
21-25	0	0	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	62	20	11
Certificate II	76	66	82
Certificate III or above	51	27	18

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The Certificate II, III & IV courses offered at Sunshine Beach SHS include IT, Engineering pathways, Business, Tourism, Early Childhood Education and Care, Education Support, Hospitality, Fitness, Visual Arts, Applied Fashion and Legal studies. The certificates are provided either through the School as the RTO or through an external RTO. VETiS funding is utilised when studying through an external RTO.

Apparent retention rate – Year 10 to Year 12

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

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	79%	79%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	57%	71%	33%

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.

Sunshine Beach SHS works closely with all students and their families to ensure successful outcomes and future pathways. Often students leave prior to Year 12 due to family circumstances and movement inter- and intra-State. When this occurs, we work with any receiving school to ensure a smooth transition for the student.

Students who leave school prior to the end of Year 12 to participate in work or TAFE, are transitioned via work with our Guidance Officers and our Traineeships Officer. Referral to external agencies occurs when a student has identified a particular post-school pathway and they are not engaging effectively with the school curriculum on offer. The external agency then works in partnership with the school to develop a successful transition for the student.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

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

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