



# Clontarf Beach State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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## School Overview

Located on the Redcliffe Peninsula close to the foreshores of Clontarf, our school provides quality learning experiences for approximately 1000 secondary students from Years 7 to 12. Our school vision - Pride, Passion, Pathways – drives our work every day. When we have pride in ourselves and our school and have passion for what we do, we can create our own pathway to a successful future. Clontarf Beach State High has established strong and productive partnerships with leaders in both tertiary and industry institutions, ensuring student success at school and beyond. Our holistic approach to education focuses on the academic, cultural, citizenship, social and sporting development of our students. Clontarf Beach State High has developed student pathways for all Years 7 to 12 students to create a clear and structured pathway towards their future career. This program allows Year 7, 8 and Year 9 students to explore potential pathways, Year 10 students to make informed decisions about their future career pathways, and Year 11 and Year 12 students to pursue their chosen career or future study pathway.

## Principal's Foreword

### Introduction

Welcome to Clontarf Beach State High School's 2016 School Annual Report. This report outlines our progress toward achieving our mission *"to develop students who are confident and capable of making the difference to the wider community as they carve pathways into their future, able to embrace life's challenges with vigour, passion and pride; the innovative global citizens of tomorrow."*

The school is a proud State school and celebrates many achievements. It has excellent results in the areas of Indigenous Education and QCE attainment, and value adding to our students through improved NAPLAN results.

Our school prides itself on developing young people who will *'make a difference'* in their own and others' lives. An education at our school seeks to create a community context in which learning can occur through establishing partnerships that will create a rich and vibrant school life for our students. A focus on learning through setting high expectations and achieving the highest performance possible is our philosophy.

Our school plays a vital role in the wider Redcliffe community as a leader in the provision of pathways for your child's future. Well qualified and experienced staff are committed to helping all students achieve to their potential, setting them on a successful pathway to pursue their chosen vocation upon leaving school, whether that be university entrance, further study or workplace training. Clontarf Beach State High School has established links with Australian Catholic University and the University of the Sunshine Coast, as the most accessible universities for our students along with QUT, UQ, TAFE SkillsTech and TAFE, local businesses, and job networks to support our young people.

The school offers a number of signature programs to develop students' skills and interests in a variety of areas. Our sport development programs provided unique pathways for our current and future students. These programs allow our students to coach future students in our three sporting development areas (Netball, Rugby and Football). Other programs offered are Dance Excellence, Instrumental Music, Marine Studies and academic programs of excellence through the extension classes (Maths, Science, English and Humanities).

The key to achieving the best results possible for our students is nurturing a strong community with a sense of belonging for students, parents, and staff. *"That there may be light"*, Clontarf Beach State High School's foundation motto is still evident in today's learning pathways through academic, cultural, sporting life and in each student's personal growth and development.

Our unique House structure and care program, based around Pegasus, Orion, Argo and Leo, demonstrates a commitment to building a school culture focused on relationships and success. The 'family group' care class comprising students ranging from years 7 to 12 provides models of leadership and responsibility as well as enabling students from each year level to be acquainted with other students from all year levels, building a strong sense of school community. The structure also facilitates students being supported to strengthen their sense of belonging and enhancing their self-worth, self-confidence and self-esteem. This care group structure also enhances student strengths and interests and support them through challenges as they arise creating a sense of well-being and personal resilience.

The strategic direction established in our Quadrennial School Review in 2015 and communicated through the strategic plan (2015 – 2018) continued to guide our work. Our strategic direction and priorities are outlined here:

CBSHS Strategic Direction 2015 – 2018	CBSHS Strategic Priorities
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| <ul style="list-style-type: none"> <li>• CBSHS is recognised as a quality school providing multiple pathways to deliver high student outcomes for every student</li> <li>• CBSHS students strive to do their best and be successful, independent learners, confident in embracing challenge, and who contribute positively to their community.</li> <li>• CBSHS makes a difference through the provision of a differentiated curriculum, variety of engaging learning experiences and programs underpinned by high quality teaching</li> </ul> | <ul style="list-style-type: none"> <li>• Embed a learning culture across the school focused on improving student outcomes, underpinned by continuous evidence-based action</li> <li>• Enhance staff capability to embed ASOT teaching pedagogy that delivers engaging, rigorous and differentiated learning programs to meet the needs of all learners</li> <li>• Provide a school environment that sets high expectations for our students and staff by motivating and challenging all to raise their aspirations</li> <li>• Enhance school leadership to foster reflective practitioners equipped to build supportive school cultures that facilitate student and staff learning to make a difference</li> </ul> |
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## School Progress towards its goals in 2016

Clontarf Beach State High School is a leading provider of high quality public education for both boys and girls from Years 7 to 12 on the Redcliffe Peninsula, producing results that rank highly amongst the other education institutions. Our commitment is to “*make the difference*” to our students’ learning with an exciting and challenging learning environment focused on high expectations.

Our school’s improvement focus maximising learning outcomes and finding pathways for every student is evidenced by the successful pathways achieved by our 2016 senior students: 82.9% of applicants received a tertiary offer and 99.2% of students received a QCE which demonstrated our school’s commitment to success for all of our students. Our top students received an OP1 and OP2 respectively and received tertiary offers for their first preference.

Our values of *Pride, Passion and Pathways* underpin our work facilitating pathways for our students. In 2016, 45 students were enrolled in school-based traineeships and apprenticeships; the beginning of their future occupations. Additionally, 14 were enrolled in TAFE courses and we had 29 students enrolled in other certificate courses including Certificate II in Logistics, Certificate II in Health Support Services through the AllevE8 program and the Diploma of Business through the school. Furthermore we had 85 students participate in the Year 10 Work Experience Program in June 2016.

2016 saw us consolidate the establishment of Year 7s as the first year of secondary schooling. Subsequently, our Junior Secondary students performed strongly in their NAPLAN results with consistent improvement in Year 7 spelling and reading, and significant gains in Year 9 numeracy and spelling.

Clontarf Beach State High School has a strong co-curricular program. Our students also achieved recognition in sport, music, Optiminds and demonstrated a diverse range of skills and capabilities.

Additionally, our House structure provides the basis of our tracking system ensuring that every student’s progress is monitored and that there is a strong emphasis on high performance; no student is forgotten in our school, all students are individually managed and attended. In 2016, we continued our strong focus on feedback, ensuring that our students have a clear understanding of what is required of them and how they might address the priorities of their own learning. This feedback included parent teacher student interviews, individual goal setting and tracking documentation, targeted conferencing and a focus on shared language that is informative to all parties.

A key feature of our school is the shared leadership model across our staff. Through our program management and house structure, there is a high level of engagement in leadership roles across the school.

We, as a school community, believe that when you have pride in ourselves and school, have passion for what we do, we can create our own pathways to a successful future: *Pride, Passion, and Pathways*.

## School Improvement Agenda

Our school has adopted the Department's school improvement framework (School Improvement Hierarchy – SIH) as an integrated framework to guide our work improving performance. Our school's Data Plan documents our processes to measure and monitor student learning and articulates the strategies to address deficits and ensure improved learning occurs. These strategies which underpin our explicit improvement agenda, responsive to our performance data, are documented in the following plans:

School and Faculty Annual Implementation Plans;  
Literacy and Numeracy Plans;  
Pedagogical Framework;  
Individual teachers' Annual Teacher Performance Reviews;  
School Data Plan; and  
Professional Development Strategy.

In progress are the Curriculum Assessment and Reporting Plan and Community Engagement Strategy.

Clontarf Beach State High School's explicit improvement agenda which aims to achieve the following targets:

- \* *Whole school improvement in reading and numeracy.*
- \* *Increased number of students in the upper two bands.*
- \* *100% Year 12 students exit with QCE.*
- \* *Whole school improvement in attendance.*
- \* *Close the gap with indigenous student results, attendance.*

## Future Outlook

During 2016 CBSHS's reform journey continued. Significant work over the last few years has driven a structural shift to learning through the development of a learning culture with aligned structures at the school. The staff have worked establishing positive relationships, setting high expectations, restructuring the curriculum, implementing a House structure and enhancing professional practice.

The Head of Professional Practice has lead significant progress on the implementation of the pedagogical framework based on the Art and Science of Teaching (ASOT) which guides and supported teacher development, practice and performance.

Our curriculum and assessment development is being shaped by the Queensland Government's Senior Assessment and Tertiary Entrance (SATE) reforms to introduce a new system, starting with students entering Year 11 in 2019. This new system will include: a model that uses school-based assessment and common external assessment; processes that strengthen the quality and comparability of school-based assessment; and a move away from the Overall Position (OP) rank to an Australian Tertiary Admission Rank (ATAR).

Our aim is for CBSHS to be recognised as a quality school providing multiple pathways to deliver high student outcomes for every student. Our future work outlined in our Strategic Plan 2015 – 2018 is shaped by five key drivers: Quality Teaching and Learning; Quality Curriculum; Quality Partnerships; Quality Leadership; and a Quality Learning Environment.

Our school community should be very proud of our work at Clontarf Beach SHS; this report documents in more detail our achievements.

Our priorities for 2017 are:

- Continue improvement in Year 7/9 Numeracy, Reading, Writing and Spelling
- Close the gap between CBSHS average and the State average by improving the percentage of students in U2B by 5% for each NAPLAN Strand.
- 100% of year 12 students will exit with a QCE
- Every subject has set a target of a pass rate of 85% or above.
- Every subject has set targets for improved student performance by increasing the percentage of students who achieve As and Bs.
- Targets have been set for students' client satisfaction (All students feel safe, happy and are learning).
- Targets have been set for parents' satisfaction (increased role in their child's education, encouragement to participate in school activities, input is sought, and that this is a good school).
- Targets have been set for staff satisfaction with the performance and review process, access to quality professional development, and work life satisfaction
- All Teaching Staff will be involved in ASOT professional learning activities
- All school leaders are satisfied with their mentoring, coaching, professional development program.

Our school motto: *"Making the Difference for Every Student"*

# Our School at a Glance

## School Profile

**Coeducational or single sex:** Coeducational  
**Independent Public School:** No  
**Year levels offered in 2016:** Year 7 - Year 12

### Student enrolments:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	937	493	444	87	89%
2015*	1025	540	485	81	87%
2016	978	509	469	85	85%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Characteristics of the Student Body

### Overview

Clontarf Beach State High School is an urban school on the Redcliffe Peninsula with students across years 7 to 12. There is a history of families attending the school across the generations and a strong sense of community belonging within the local area.

- Students travel from across the peninsula to attend a variety of targeted programs, including: Academic Summit classes, Football (Soccer), Netball and Rugby Development squads, our Ecoscience centre housing the only Marine Studies program in the region and our Dance excellence program is a distinctive program.
- Students predominantly travel by either bus or walking although some ride bicycles or arrive by car.
- There are approximately two hundred students in each year level. 9% of our student population is Indigenous and we have 9% population of students from Pacific Islander cultures who contribute to a rich cultural flavour to our school. School data indicates that the languages other than English most commonly spoken in student homes are Samoan and Tagalog (Phillipino) with Aboriginal and Torres Strait Island dialects, AUSLAN, Chinese, French, German Polish and Thai also represented.
- Many of our students participate in the traineeship program, access to TAFE to complete their certificate courses or are enrolled in pre-tertiary courses through local Universities: ACU and USQ.
- Our school facilitates an integrated program for students with a disability, approximately 4% of the cohort.
- On completion of Year 12 a quarter of our students go straight to university, a small proportion take advantage of a “gap” year prior to confirming their pathway, 30% go to work and others attend TAFE or other vocational institutions.
- The school’s House structure encourages staff to engage with parents meaningfully regarding how to achieve the best outcomes for students and to monitor and enhance student wellbeing.

## Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	25	23	23
Year 11 – Year 12	20	19	18

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

In 2016 the school sought to develop a whole school curriculum plan that aligns with the P–12 Curriculum Framework that clearly maps assessment, with which all unit plans align and which provides a reference point to monitor the development of a common unit planner from Years 7 to 12 in support of this. In progressing this plan, a committee in consultation with the school's Leadership Team, consolidated a unit planner in all subject areas. The committee also investigated student preparedness for senior studies in particular readiness for large scale block exams. This resulted in a mini block exam being created for year 10. Opportunities were facilitated for staff and leaders to examine new senior subjects on offer as they were made available. Two staff members conducted a study tour of selected Victorian like-schools to examine external exam implications and key staff also attended sessions provided by QCAA about the new senior system including external exams.

### Junior School (Years 7-9)

- A comprehensive junior school education program which includes student choice in elective studies across all of the non-core Key Learning Areas. Students study core subjects English, Maths, Science, Humanities and HPE. Electives include Design and Technology, Food Studies, Art, Dance, Drama, Music, HPE, French, Business.
- Junior Secondary features a supportive and structured program, our POD classes nurture the progress and sense of ownership as well as catering for individual difference with a smaller than average class, a wireless home room and two core teachers who are dedicated to the performance of their students. In 2016 Semester 2 a trial was conducted of year 9 POD classes. POD groups remained with 1 original POD teacher and teachers were then allocated according to their specialty subject. The purpose was to begin the replication of a non-POD timetable experienced in year 10. Due to success, this continued in 2017.
- Junior School core curriculum is offered at extension and core levels via our "Summit" and "Horizon" classes. The "Horizon" class is a small group of 12 students to enable differentiated curriculum, and the "Summit" classes are larger classes of students who meet particular entry criteria and who are provided with a more challenging curriculum.
- Development programs in HPE – Rugby, Football and Netball.
- Dance Excellence teams for Junior and Senior

## Senior School (Years 10-12)

- In Year 10, students consolidate Junior School studies and prepare for the Senior Phase. Students plan appropriate individual pathways for the future by developing a Senior Education and Training Plan (SETP).
- Senior Schooling programs offer pathways for both academic and vocational qualifications.
- Vocational Certificate qualifications range from Certificate I to Diploma level both within the school setting, and/or through partnerships with external providers such as TAFE, Binnacle, SkillsTech and Careers Australia.
- Students in the Senior School also have the opportunity to participate in external studies through TAFE, Queensland University of Technology, ACU and the Brisbane School of Distance Education.
- Partnerships have also been established with Sesame Lane Child Care and Redcliffe Hospital Business Admin and Nursing.
- An individualised flexible learning environment exists in the Senior School which supports students accessing School Based Traineeships and Apprenticeships, VET in Schools programs, and work experience programs.
- Distinctive curriculum offerings include the study of French leading to Swiss student exchange

## Impact Extension Philosophical and Critical Thinking

- The IMPACT Just Write Project boosts writing knowledge, skills and confidence via a targeted and engaging writing program. Students develop an understanding of audience, ideas and other writing criteria. They apply their new knowledge and skills to narrative and persuasive genres.
- The target group for Just Write is students who reached the second and third top band in NAPLAN writing (Band 6-7 in Year 5 or Band 7-8 in Year 7). Participating students should be aspiring to reach the Upper 2 Bands in writing.
- The IMPACT Critical Thinking Project develops thinking and reasoning knowledge, skills and confidence. Students learn to construct arguments, rebut counter-arguments and critically appraise alternative solutions.
- The target group for Critical Thinking is students who would benefit from extension in higher order thinking. At Clontarf Beach SHS we target our Extension Year 10 class and then fill remaining spaces with our A/B students.
- The IMPACT Philosophical Thinking Project provides students with the opportunity to explore some of the big philosophical questions such as how we come to know things, the nature of reality and ethics.
- The target group for Philosophical Thinking is high performing Year 7-10 students who are mature thinkers and potentially capable of deep thinking and reflection. At Clontarf we target Year 10 students who show potential and motivation.

## Co-curricular Activities

ICAS Maths competition and the Australian Maths Competition – Over 40 students participated in each of these iconic competitions.

Australian Geography Competition - Senior Geography students and interested junior students completed a nation-wide 40 question multiple choice exam on geographical knowledge and skills.

Peninsula Netball Cup - Schools from the local area competed in a day competition including mixed teams and female teams.

Indoor Netball Federation Secondary Schools Cup – A two day tournament win which we entered mixed and ladies teams in the competition. From this event, we have had students named in the Queensland 'All Stars' team for the last four years.

Sports Tour – Approximately students travelled through the Darling Downs and South-West Queensland for seven days and played sport against other schools.

Rugby 7s and Rugby 9s - Students in years 7-12 participated at Ballymore and surrounds against private and state schools from across South East Queensland.

Bill Turner Cup – Soccer students competed against schools from South-East Queensland.

Clean Up Australia Day - Student volunteers clean up rubbish on this annual community event.

ANZAC Day March - Held in Redcliffe, students and staff march on the public holiday along with other school, defence and local organisations

Remembrance Day – The school instigated a commemoration of this significant event, featuring student leaders addressing the entire school assembled symbolically on the oval as 11.11.

Real Me - Delivered by SBYHN and Chaplain - The Real Me is an 8 week educational program for girls in Year 9 and 10 designed to empower girls with the tools they need to survive their teenage years. The program focused on the core concepts of body image, relationships, self-esteem etc.

PE4RLS - Delivered by the SBYSO (youth support officer) to Year 10 girls and delivered awareness of strategies for harm minimisation, self-care and safe decision-making for girls transitioning through middle to late adolescence.

Clontarf Unites – A lunch time event celebrated Harmony Day at our school.

NAIDOC Day - Commemorations conducted at the school.

Brainstorm Productions – Within the care program drama performances engaged junior students in topics promoting positive mental health.

Indigenous programs - Deadly Choices and Deadly Sistas events were also conducted within the school.

Showcase (Concert) evenings – Held in Semester 1 and Semester 2 – celebrating the musical talents of students ranging from Year 7 to Year 12.

Lunch time concerts across Semester 1 and Semester 2 – Showcasing the talents of senior Music in Practice classes.

Performances at school events including: Investiture Ceremonies, Anzac Day Commemorations, School Awards Nights (both Junior and Senior), Open Day, Chaplaincy High Teas/lunches, musicians for Art Visuelle, Transition Days, Year 12 Graduation.

Music Camp – Three day residential camp at Sunshine Coast for our Instrumental Ensembles who worked with guest conductors.

Primary School Performance Tours – Ensembles visited and performed a concert at our local cluster Primary schools.



Music Competitions – Ensembles performed in state-wide competitions e.g. Fanfare and local music festivals e.g. Peninsula Music Festival.

Guest Conductors – Ensembles worked with visiting conductors.

Visuelle – Annual showcase of Visual Art work from senior Art students.

Wider Community Exhibits - Art exhibit displays at Redcliffe Shool school competition section.

Display of Years 7 to Year 12 Art work within school facilities including front office foyer and hallways, displays at Music Showcase evenings and other school events e.g. Open Day.

Showcase evenings – Live performances of dramatic works showcasing work from selected drama classes.

Live Theatre at school events – Drama students performing at Open Day.

Sunshine Coast Dance Eisteddfod – Junior and Senior Dance Excellence teams participation.

Brisbane Dance Eisteddfod - Junior and Senior Dance Excellence teams participation.

Beenleigh Dance Eisteddfod - Junior and Senior Dance Excellence teams participation.

Redcliffe Dance Eisteddfod - Junior and Senior Dance Excellence teams participation.

Move It Dance Night – Showcase of Year 8 to Year 12 Dance classwork.

Murrumba District Dance Challenge – Participation in district hosted competition.

Dance performances at school events – Open Day, Student Assemblies and Guest Act at Variety Night.

Excursions – Opportunity for dance students to view professional dance performances e.g. Queensland Ballet.

Workshop/specialist opportunities – Students exposed to guest dance teachers e.g. Excellence Dance Teams and students' participation in holiday work experience programs e.g. Queensland Ballet.

### **How Information and Communication Technologies are used to Assist Learning**

In 2016 the school planned the instigation of our '*Bring Your Own Device Program: BYOx*' for students who own electronic devices which met specific technical prerequisites.

Staff continued to embrace the digital age by embedding the use of digital technology with an emphasis across the faculties of creating eLearning pages hosted by the Learning Place. Across all year levels and in a variety of curriculum areas students used digital still and video cameras, classroom data projectors, interactive whiteboards and a range of other technological devices to complete a diverse range of engaging assessment tasks. Through collaborative learning and flipped classrooms, students participate in tasks which include the creation of Media Files, digital stories, podcasts, green-screening and the use of drones.

In addition, all students are using the Learning Place, an Education Queensland online learning portal as part of their classroom studies. In project rooms set up in the Learning Place



students participate in chat sessions, post blog entries and students in year 7, 8 and 9 access an on line learning program for Mathematics. Information Technology Systems (ITN) successfully created computer games and Claymation DVDs. Across the school OneNote is used as the portal for students' class notes and resources. Many subjects now encourage digital submission of work and both of these strategies provide our students with traineeships and TAFE studies with online support.

Science, Technology, Engineering and Mathematics (STEM) has been integrated into core subjects in Year 7, 8 and 9.

Initiatives from Education Queensland's Flying Start in previous years has continued to allow Year 7 students considerable access to digital technologies. For the school community this was most evident during the students' documentary presentations to parents, family members and staff.

## Social Climate

### Overview

Student welfare is a key focus in our school. The House structure is specifically designed to ensure that students and teachers have the opportunity to bond and develop strong relationships over six years. Our care class system ensures students feel a 'sense of belonging' and that they are a part of a bigger team. The system endeavours to ensure that each student is known within the school by the staff and amongst their peers. Our care program focuses on developing skills of resilience and confidence as well as engendering a sense of respect and responsibility. The weekly activities specifically target aspects of personal development, team building and behaviour expectations. Programs addressing Bullying and Cyber Bullying are also presented as part of the program and the school has a consistent process to deal with any issues that arise in relation to these. Every student has a dedicated care teacher and House Leader who will oversee every aspect of students' school life –tracking academic performance, classroom behaviour, celebrating success and nurturing progress.

Clontarf Beach State High School's House system permeates all facets of School life. By providing a consistent way for participation and achievement to gain points throughout all school events including House Challenges during lunch times and whole school sporting events, our houses build and maintain strong cultures. House Rewards Days happen for the winning House at the end of terms 1, 2 & 3. The winning house overall will participate in an excursion at the end of the year. House Spirit Awards are distributed each term to students who have shown exemplary participation for their House. Finally, the winning House is presented with the House Trophy at Awards Night.

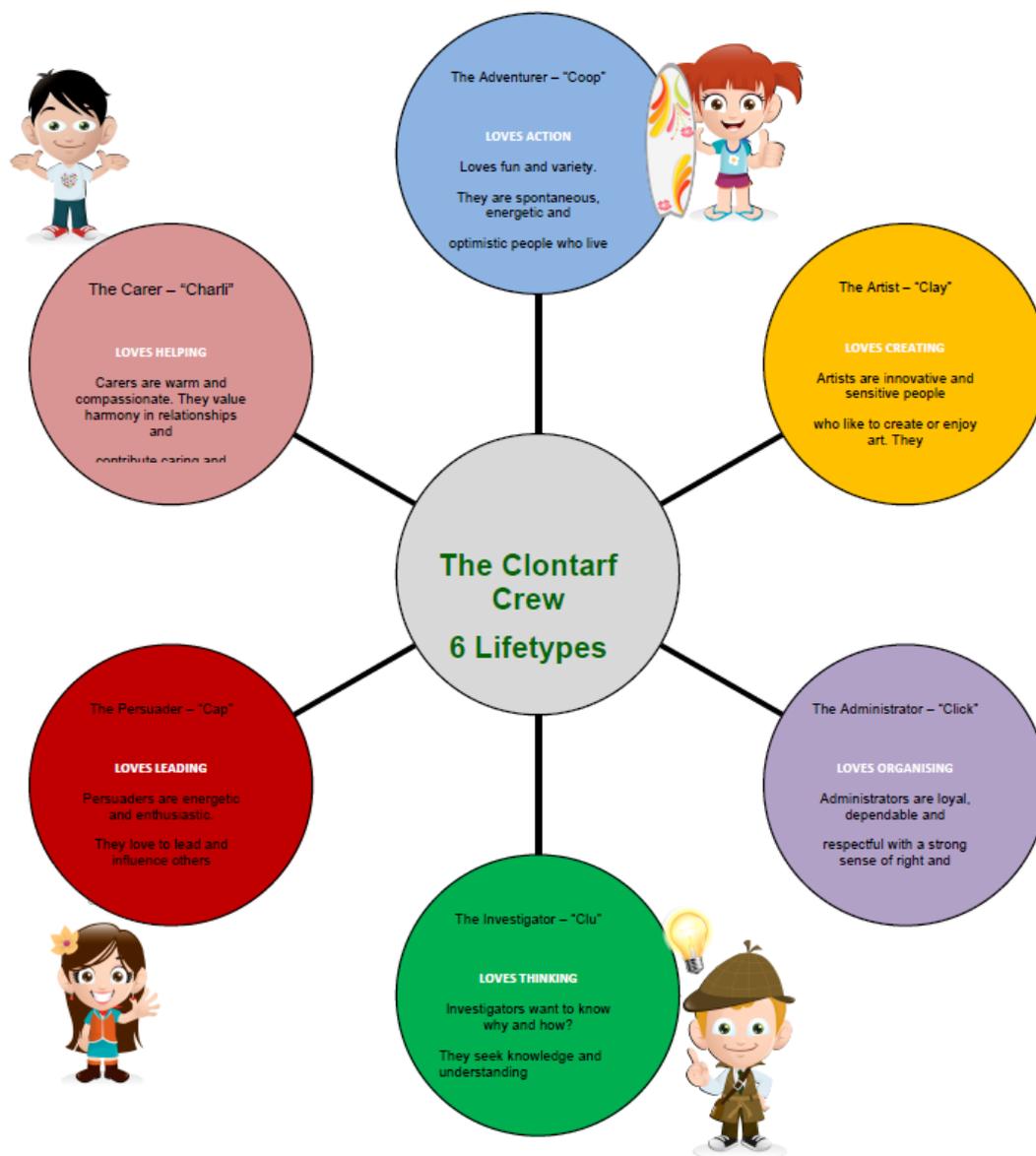
The school has the services of a Guidance Officer and the support of four House Deans to ensure each student is individually supported. Our students are also supported by two School Chaplains, a Youth Health Nurse, a School Based Police Officer and access to a Youth Support Coordinator two days per week and cultural liaison officers for our Indigenous and Pacific Islander students.

A careers program is embedded into the care program with a special section targeted at Year 10 World of Work, preparing students for the subject selection process. The Queensland Core Skills [QCS] test preparation is studied by senior students who are preparing to sit the QCS test.

The Clontarf Crew made up of 6 Avatars are an integral part of our school's career education program and the six members of the Clontarf Crew represent the six Life Types or types of people who exist in our school and this world. Each type has a unique personality profile that



students will explore as they progress through high school, discovering the type of person they are and the career avenues for which are most suited to each student.



The school has an impressive student leadership structure which begins in Year 7, has a very active group of Junior Secondary leaders and then blossoms into a fully representative House Council which spans all the year levels and a Senior Student Council arm which provides our senior students with fundraising and organisational opportunities.

The leadership program begins in Year 7 and the Senior Student Leadership team comprises school captains and vice captains and a range of House Captains who manage sporting and lunch time activities.

Features of the leadership program are:

- Year 7 and 8 Leadership Development Day, Schools Summit, House Challenges and House Council representation, Community events, Public Speaking Competitions
- Year 7, 8 and 9 Junior Secondary School Captains and Junior House Council
- Year 10 Clontarf Student Ambassadors
- Year 10, 11 and 12 Senior House Council
- Year 11 and 12 - House, Arts, Sport and School Captains

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	88%	79%
this is a good school (S2035)	91%	91%	86%
their child likes being at this school* (S2001)	94%	88%	80%
their child feels safe at this school* (S2002)	89%	91%	84%
their child's learning needs are being met at this school* (S2003)	87%	91%	77%
their child is making good progress at this school* (S2004)	94%	88%	82%
teachers at this school expect their child to do his or her best* (S2005)	98%	90%	84%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	81%	73%
teachers at this school motivate their child to learn* (S2007)	91%	88%	84%
teachers at this school treat students fairly* (S2008)	86%	81%	81%
they can talk to their child's teachers about their concerns* (S2009)	89%	84%	89%
this school works with them to support their child's learning* (S2010)	89%	84%	77%
this school takes parents' opinions seriously* (S2011)	89%	90%	78%
student behaviour is well managed at this school* (S2012)	82%	81%	64%
this school looks for ways to improve* (S2013)	90%	93%	77%
this school is well maintained* (S2014)	91%	88%	90%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	95%	93%
they like being at their school* (S2036)	93%	90%	89%
they feel safe at their school* (S2037)	90%	93%	93%
their teachers motivate them to learn* (S2038)	95%	88%	88%
their teachers expect them to do their best* (S2039)	100%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	89%	85%	90%
teachers treat students fairly at their school* (S2041)	85%	78%	78%
they can talk to their teachers about their concerns* (S2042)	78%	72%	75%
their school takes students' opinions seriously* (S2043)	75%	72%	76%
student behaviour is well managed at their school* (S2044)	66%	72%	68%
their school looks for ways to improve* (S2045)	90%	90%	91%
their school is well maintained* (S2046)	91%	84%	87%
their school gives them opportunities to do interesting things* (S2047)	93%	89%	84%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	95%	96%
they feel that their school is a safe place in which to work (S2070)	93%	99%	95%
they receive useful feedback about their work at their school (S2071)	88%	84%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	83%	88%
students are encouraged to do their best at their school (S2072)	95%	94%	95%
students are treated fairly at their school (S2073)	99%	96%	95%
student behaviour is well managed at their school (S2074)	92%	88%	90%
staff are well supported at their school (S2075)	90%	89%	89%
their school takes staff opinions seriously (S2076)	87%	85%	88%
their school looks for ways to improve (S2077)	98%	95%	98%
their school is well maintained (S2078)	92%	89%	90%
their school gives them opportunities to do interesting things (S2079)	87%	91%	92%

\* 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

The school community generally reflects a broad band of socio-economic circumstances and there exists a range of cultural mixes. The combination of these factors presents unique challenges to the staff of the school and to the community. School community participation is evident through a number of ongoing activities:

- P&C meetings.
- Various sporting organisations use the multi-purpose gym for their clubs.
- Cadets meet weekly in our school.
- Attendance at the school of Returned Service men and women.
- Proactive and reactive engagement with neighbouring residents and business proprietors and other local schools – both state and private.
- Interaction with ATSI and PI communities initiated by school staff, featuring but not limited to a welcome night.
- Involvement with Uni QUTeach designed to support Pacific Islander students attend Tertiary Education
- Continuation of the school's Interact program through succession planning from a retiring staff member to a beginning teacher as leader
- Annual Open Day in May which saw many interested parents visit our school
- Placement of students on work experience in the local workforce, en masse in Year 10 but also in other years
- Regular social media liaison with the community via newsletters and social media
- Increased liaison with local media
- Engagement with alternative education providers for students disengaged in the learning process
- Engagement with staff from other Governmental departments and Non-Government agencies
- Guest speakers/presenters in classes and on school assemblies including motivational speakers

- Assistance provided to our school community by many businesses who donated prizes to be used as rewards for students with excellent attendance at school.

## **Reporting to Parents**

Written reports are issued to parents four times per year: at the end of each term. The opportunity for parents to meet with teachers is provided twice yearly. The first parent teacher interview evening occurs following the issue of the end of term one report. This is an excellent opportunity for parents to meet the teachers of their children for the first time, 'put names to faces' and share valuable information. This evening is extremely well attended. Parents are offered interviews early semester two following the release of semester one reports. This is a valuable opportunity for parents and teachers to following up on concerns from Semester 1 with the intent on generating improvement throughout Semester 2.

## **Open Door**

Parents are invited at any time to contact Care teachers, House Leaders and House Deans via email to ensure that they are fully involved with their child's progress and able to participate in a partnership with the school in their child's development.

Year 7 & 8 parents have opportunities to visit classrooms and meet staff at a special year level BBQ get together held in the first term each year.

## **Consultation processes regarding adjustments made to assist students with diverse needs to access and participate fully in the school**

Teachers and support staff at Clontarf Beach State High School work hard to identify, understand and eliminate barriers that limit access to, and participation in, learning. We consult with the student and/or their parents/carers when deciding and agreeing on adjustments that enables the student with diverse learning needs (requiring either support or advancement) to learn 'on the same basis' as all other students. This consultation enables us to provide "reasonable adjustments" to assist these students to participate in learning and to demonstrate their knowledge and understanding.

Students with verified disabilities (as per the Education Adjustment Program process) are eligible to access special education-specific support designed to assist eligible students and their teachers across a range of learning areas, student needs and school programs to maximise student outcomes. This support is co-ordinated by the Head of Special Education Services (HOSES) following consultation with parents/carers during the enrolment process. Verified students with disabilities (SWDs) are allocated a special education teacher as a case manager each year. Case managers are the main point of contact between school and home and as such are responsible for continued consultation regarding adjustments and accommodations for individual verified SWDs. Records of consultation are recorded in the Contact section of an individual student's OneSchool profile and on the student's Individual Student Plan (ISP).

The HOSES also liaises with parents/carers regarding a student's potential diagnosis of a disability or review of their verified disability, according to the Department of Education's formal *Education Adjustment Program* and verification process. This consultation is recorded on the EAP1 Parent Consent form.

As per departmental procedure, Clontarf Beach State High School staff maintain a record of past and current support, strategies and differentiations on OneSchool. The Support section of an individual student's OneSchool profile allows for the recording and storage of documentation that includes, but is not limited to:

- Individual Curriculum Plans (ICPs) for students working significantly above or below age-appropriate curriculum level
- Individual Student Plans (ISPs) for verified students with disabilities
- Individual Learning Plans (ILPs) for students requiring in-class remediation support from Support Teachers
- Individual Behaviour Support Plans (IBSPs)
- Risk Management Plans (RMPs)
- Education Support Plans (EAPs) for students in care and monitored and supported by Child Safety
- Specialised programs of instruction , e.g. Anger management programs, Speech therapy, Occupational therapy
- Health Management Plans, e.g. Asthma management, Diabetes management, Emergency care plans for students with severe allergies

Class teachers and/or personnel responsible for the design and delivery of the support plans and programs are responsible for the recording of the programs and supports provided on OneSchool.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Through the school's now-embedded care program students are involved in the following learning opportunities:

- Daily contact with a care teacher and a house leader which encourages and enhances the formation of relationships, the first step to students being enabled to raise concerns and have them addressed.
- Weekly pastoral care lessons prepared across the school by a committed and growing team of teachers and others. The topics covered include:
- Special events, days and lessons such as International Women's Day, Men's Health Week, RUOk Day, Mental Health Week, NAIDOC week, Harmony Day, Bullying No Way!, Road Safety, Drug Action Week became further imbedded into our school planning.
- Our school took a proactive stance in working with DET staff on Cyber Safety with the entire school, and conducted a parent information afternoon in conjunction with this.
- The organisation "Motivational Media" also presented to the entire school.
- Two motivational speakers: Reggie Dabbs and John Coutis and a "One Punch Can Kill" presentation was also provided to students.

The house structure of the school facilitates prompt awareness of issues such as these within the student body and our House Leaders, House Dean and Student Support Team are efficient in reacting to concerns, liaising with parents/carers professionally as well as with other agencies as required.

### 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	2014*	2015**	2016
Short Suspensions – 1 to 5 days	329	317	265
Long Suspensions – 6 to 20 days	18	11	6
Exclusions	5	2	7
Cancellations of Enrolment	6	11	16

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Appropriate management steps are taken to ensure our school staff act to reduce our usage of resources.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2012-2013	385,768	4,161
2013-2014	277,191	6,806
2014-2015	346,306	15,528
2015-2016	411,583	5567

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.

In 2015 there was an undetected underground water leakage from work that was performed by an external agency. As a result the water supply to that area on the oval was turned off, consequently the 2015-2016 water usage is reduced and less than in previous years.

## 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

School name

Suburb, town or postcode

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

The staff figures below are based on Education Queensland data. In accordance with the Employment and Equal Opportunities privacy provisions and to ensure confidentiality, \* the 'less than 5' rule has been applied in our school as we have less than five Indigenous teaching staff numbers. It is noteworthy that such staff play an active role in the school aligned to their indigeneity.

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	85	37	*
Full-time Equivalent	82	30	*

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	6
Graduate Diploma etc.**	18
Bachelor degree	59
Diploma	2
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 2016 were **\$81,257.91**.

The major professional development initiatives are as follows:

- Benchmarks 360 Degree Leadership and Coaching Development
- Changemaker workshops (Leading Change)
- Aspirant Training and Development
- Guidance Officer PD
- Queensland Curriculum and Assessment Authority PD
- Art and Science of Teaching (ASoT) workshops
- NAPLAN Reading workshops
- Leadership – Executive Coaching
- Leadership Development Program
- Introduction to Myers Briggs Personality Type

- First Aid in schools training
- English Teachers' of Queensland State Conference
- Classroom Profiling Training and Advanced Profilers' courses
- Vocational Ed Learning group
- Curriculum specific courses
- Differentiation in the classroom
- Whole School Literacy activities
- Poverty Framework refresher
- Beginning Teachers' Mentoring program

The proportion of the teaching staff involved in professional development activities during 2016 was **100%**.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2016. This was an important focus of the school during 2016 as consistency of staff leads to improved student outcomes.

# 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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	87%	88%	87%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	86%	85%

\*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.

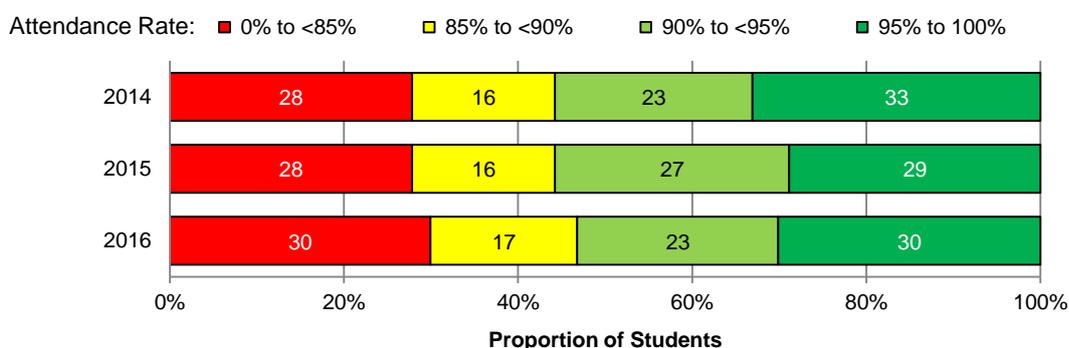
The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

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
2014									88%	86%	85%	89%	89%
2015								89%	90%	85%	87%	88%	88%
2016								88%	88%	87%	84%	85%	88%

\*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.

#### 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.

School absenteeism and truancy can impact significantly on a student's learning and wellbeing.

Research shows that in Queensland, higher student attendance is associated, on average, with higher student achievement. Additionally, attending school every day helps children to build social and emotional skills such as communication, teamwork and resilience. Students with irregular and poor attendance often struggle at school and the value they receive from their education is greatly diminished as a result.

At Clontarf Beach SHS student attendance is a priority for us and we value the partnership with parents in relation to this issue. Consequently, we have developed this policy that outlines the process that we use at the school.

### **Process**

1. A text message is sent home every day at approximately 10am for students who are absent without explanation.
2. Care teachers monitor student attendance and follow up on outstanding absences and students who have attendance patterns that are of concern.
3. When sending a student home sick, if possible when the parent arrives the outstanding absences will be addressed while speaking to Parent/Guardian.
4. On a fortnightly basis, a letter is generated for students with three or more unexplained absences. Care teachers are given these letters and ensure that students return them within three days.
5. A letter with any outstanding absences is provided to parent/guardian at parent teacher interviews for response.
6. House Deans and/or House Leaders of students with less than 90% attendance will contact the Parent/Guardian to discuss attendance issues. Where required they will organise Pacific Islander or Aboriginal and Torres Strait Islander Teacher Aide, Guidance Officer or School Based Police Officer support.
7. Students who are attending at 90% or better, and those students who show significant improvement in their attendance, will be recognised as part of a school wide rewards program.
8. Students with an attendance rate of less than 90% will be unable to participate in extra-curricular activities. If there is a genuine reason, supported by appropriate documentation for the absences, parents are encouraged to contact their child's House Leader to discuss. When their attendance rate improves to 90% or above they will be able to participate in extra-curricular activities again. Letters will be sent to parents notifying them of their child's ineligibility at regular intervals throughout the school year.
9. For students whose attendance is still not satisfactory then Education Queensland policy regarding enforcement of Compulsory Schooling will be enacted. As a consequence of continued poor attendance parents of these students may be prosecuted by the police.

Rolls are marked each lesson using an electronic roll marking program and student absences for each class are followed up by House Leaders. Students are encouraged to always bring notes for absences and notify teachers when they are out of class on school business or excursions.

Attendance is recorded through the Effort criteria on report cards, with 80% receiving a 'C' standard unless there is supporting documentation to indicate greater than 20% absence was unavoidable and justified. Students achieving an 'A' standard for Effort and Behaviour across all subject areas receive a celebratory certificate posted home. Merit certificates are also issued to students whose attendance is above 98% at the end of each term.

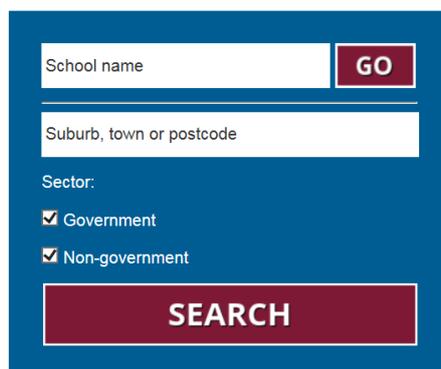
10. Students whose attendance is greater than 90% are recognised rewarded at the end of each term. Those students whose attendance has improved by more than 10% from the previous term are also recognised at the end of each term.

## 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	2014	2015	2016
Number of students receiving a Senior Statement	143	143	118
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	3
Number of students receiving an Overall Position (OP)	30	30	18
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	45	21	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	137	134	107
Number of students awarded an Australian Qualification Framework Certificate II or above.	77	81	73
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	143	142	115
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	91%
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.	97%	70%	83%
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.	100%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	96%	83%

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
2014	3	12	14	1	0
2015	3	9	9	9	0
2016	2	5	8	3	0

As at 3rd February 2017. 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
2014	127	35	52
2015	122	53	39
2016	92	38	44

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

Year 10 students completed a Certificate I in Business as a foundation certificate and an introduction to the workforce. Certificate II in Business (BSB), Certificate II in Information, Digital Media and Technology (IMT) and Certificate III in Fitness were subjects offered to Year 11 and 12 students.

Students were also able to complete a range of Certificates II and III offered by TAFE and other RTOs in conjunction with the school.



## Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	75%	67%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	79%	64%	43%

\* 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%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at: <http://www.clontarfbeachshs.eq.edu.au>

### Early Leavers information

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

Student Details			
Year Level	10	11	12
Number of school leavers	20	41	19
Gender	8 male, 12 female	16 male, 25 female	6 male, 13 female
Indigenous students	0 male, 2 female	3 male, 2 female	1 male, 1 female
New Zealand citizens	2	4	1
Student Destinations			
Alternate education provider	2	3	1
TAFE/Technical college/other training	3	5	11
Non-state school	2	1	0
Interstate	0	0	1
Overseas	0	0	1
Unknown or Other destination	11	26	4
Work	2	4 fulltime, 2 part-time	1 fulltime, 0 part-time

Data Source: OneSchool CBSHS

Early Leavers are not encouraged from our school and every effort is made to ensure that students remain at school and gain a QCE at the completion of Year 12. However, when all efforts have been taken and it is apparent that students are unable or unwilling to engage with the school program or are actively seeking non-school opportunities, school staff use their relationships with local educational providers of certificate and school-to-work programs to further assist the student and his/her family.

The school's strong traineeship program has ensured that many students who might otherwise have left school remain engaged in school study, whilst completing certificate III requirements and gaining valuable employment experience. In addition, our Year 10 work experience program has continued to be particularly helpful in encouraging students to invest time and effort in their educational goals.

2016 saw an increase in students leaving specifically for TAFE/Technical college/other training.

Fewer students left school in Years 10, 11 and 12 than in the previous year and fewer Year 12 students left to an unknown destination.

In general, in terms of early school leavers there were no negative trends from 2015 to 2016.