



Clontarf Beach State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

Contact information

Postal address	PO Box 3035 Mail Delivery Centre Clontarf 4019
Phone	(07) 3480 4777
Fax	(07) 3480 4700
Email	principal@clontarfbeachshs.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.
Contact person	Ms J E House

From the Principal

Welcome to Clontarf Beach State High School's *2018 School Annual Report*. This report outlines our progress toward achieving our vision and purpose.

During 2018 our school participated in a scheduled external school review managed by the department's School Improvement Unit. Findings and recommendations from the review were published on our website and informed the development of our new strategic plan for the next four years. Additionally, our school community refined our purpose statement, vision and values.

Our Vision is that at Clontarf Beach State High School we are a learning community empowering future-ready students, as global citizens.

Our Purpose Statement is to make a difference for every student

Our Motto Pride Passion Pathways

We, as a school community, believe that when you have pride in your school and yourselves, have passion for what you do, you can create our own pathways to a successful future.

Our Values Respect Responsibility Resilience Wellbeing

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-adds to our students through improved NAPLAN results.

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 facilitator of pathways for students' futures. 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 the Queensland University of Technology (QUT) and Australian Catholic University (ACU), as the most accessible universities for our students along with UQ, TAFE Qld, local businesses, and job networks to support our young people. The development of the new University of the Sunshine Coast campus at Petrie which will open in 2020 will provide many exciting opportunities for our tertiary bound students

The school offers a number of signature programs to develop students' skills and interests in a variety of areas. Our school is the only school on the Peninsula offering studies in marine education. Our sport development programs provided unique pathways for our current and future students. These programs also 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, 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.

School progress towards its goals in 2018

Our commitment is to "*make the difference*" to our students' learning with an exciting and challenging learning environment focused on high expectations and high-level student learning outcomes.

During 2018 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 at establishing positive relationships, setting high expectations, restructuring the curriculum, implementing a House structure and enhancing professional practice.

Our school has adopted the Department's school improvement framework (School Improvement Hierarchy) as an integrated framework based on nine domains that guides our work improving performance articulated through our strategic plan and associated planning documents.

The strategies that underpin our explicit improvement agenda, responsive to our performance data, are documented in a number of implementation plans, including the school's Annual Implementation Plan, faculty plans and other associated plans. (Attendance Plan, Behaviour Plans, Professional Development Plan, and Professional Practice plan.)

The school participated in an external school review in Term 1 which was managed by the Department's School Improvement Unit.

Work continued on the 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.

Significant staff professional development was undertaken over the year to support teachers understand the implications for implementing the new Queensland Certificate of Education and plan for our Year 11 students in 2019.

In 2018, all of our students achieved a Queensland Certificate of Education or Queensland Certificate of Individual Achievement. 87.5% of eligible students received a tertiary offer with 85.7% accepting their offer.

Our school motto of *Pride, Passion and Pathways* underpins our work facilitating future pathways for our students and last year was no exception with students participating in a wide range of pathway options. Students completed school-based traineeships (7), began apprenticeships to continue next year (2), completed a Certificate III in Fitness (17) qualifying them for a number of university courses and/or work in the fitness industry and a range of other certificates (31) with external providers such as TAFE. Twenty-six different certificate qualifications were achieved ranging from Certificate 1 in Business, Certificate II in Rural Operations and Certificate III in Event Management.

Our NAPLAN results demonstrated how our school 'value-adds' to our students. For our Year 9 students the difference between our school mean and the National mean has been reduced in Numeracy, Grammar and Punctuation and Spelling. This shows that our students have demonstrated significant improvement in these strands. For our Year 7 students the difference between our school mean and the National mean has been reduced in all strands. This shows that

our students have demonstrated significant improvement in all five strands - Numeracy, Grammar and Punctuation, Reading, Spelling and Writing. More detail follows in this report.

Attendance is one of our key school targets and we devote a large amount of time and energy into ensuring that all our students are at school to learn every single day. Our attendance rate for 2018 was above our target of 90% for the early part of the year but as the year progressed it slowly dropped below our target, ending the year on 87%. This was just below our 2017 figure but higher than 2015 & 2016. This is an area that the school will continue to focus on into the future.

Future outlook

We strive for our school to be recognised as a quality school providing multiple pathways to deliver high student outcomes for every student. The strategic direction established following our school review in 2018 and communicated through the strategic plan (2019 – 2022) provides the key drivers for our work. These four key drivers are:

- *Enhance and support students' wellbeing to improve their learning*
- *Implement a coherent, differentiated curriculum underpinned by the skills students need in the 21st century*
- *Teach every student to become a competent and enthusiastic reader*
- *Enable high quality teaching through the Art of Science and Teaching framework*

School Improvement Agenda Targets for 2019

Our school has an explicit improvement agenda where all staff are focused on improving students' performance. Our key areas for student improvement are:

1. In the areas of our Year 7 and 9 students' NAPLAN results, we aim to:
 - meet the following targets for the proportion of students assessed as being at or above the National Minimum Standard for: Numeracy (100%), Reading (97%), Writing (85%), G & P (95%), and Spelling (90%).
 - improve the CBSHS mean scale score by 10 points compared to the Australian mean scale score for all NAPLAN strands.
 - improve the CBSHS percentage in the upper two bands (U2Bs) by 5% for each NAPLAN strand
2. We will maintain our student attendance at or above 90%.
3. 100% of year 12 students will exit with a QCE or QCIA.
4. All students will demonstrate improved reading (PAT-R Measures)

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	978	952	922
Girls	509	497	454
Boys	469	455	468
Indigenous	85	77	89
Enrolment continuity (Feb. – Nov.)	85%	87%	88%

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

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

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	23	21	23
Year 11 – Year 12	18	19	17

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

The school's whole school curriculum plan that aligns with the P–12 Curriculum Framework was updated during 2018. The plan 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, furthered the use of a common unit planner in all subject areas. Year 10 continued cohort exams, mini block exam, in readiness for large scale block exams at the senior level. Opportunities were facilitated for staff and leaders to continue examination of new senior subjects on offer as they were made available. Staff attended sessions provided by QCAA about the new senior system in their subject areas, assessment and external exams. A well-attended parent evening was conducted to inform junior school parents and students of the New Senior and QCE system.

Junior School (Years 7-9)

- Junior Secondary at CBSHS is a comprehensive junior school education program which includes set core and 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 and Business.
- Junior Secondary features a supportive and structured program. Students are in set class groupings that give them sense of ownership and belonging, nurtures their progress and caters for individual difference. Where possible these classes are smaller than average size, have a wireless home room and two core teachers who are dedicated to the performance of their students.
- Year 9 classes are taught by specialist teachers and are not part of the POD structure. The purpose was to begin the replication of a non-POD timetable experienced in year 10. To keep some consistency to the POD systems, groups were the same in Maths/Science and English/Humanities allowing students to be part of two core curriculum groups as opposed to one in the 7 & 8 POD structure.
- 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.
- Junior secondary students may choose our development programs in HPE for Rugby, Football and Netball. These students make up the majority of our interschool teams.
- Junior secondary students may audition for our Dance Excellence teams. They participate in performances including the CBSHS "Move It" Dance night, the district "Murrumba Dance Challenge" and the Redcliffe, Beenleigh and Sunshine Coast Eisteddfods.

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.
- 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

- 136 participants in the Australian Maths Competition with 10 Distinctions in this National wide competition. While the school participated in the ICAS Mathematics competition only 8 students chose to participate. Clontarf Beach State High School also participated in the Murrumba District Mathematics Tournament with many teams of students engaging in team work and problem solving – a very enjoyable day.
- 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.
- Students have numerous opportunities to showcase musical, creative and artistic talents including: performing arts showcase evenings; lunchtime concerts, performances at school events, Primary School Performance Tours; music competitions; various dance eisteddfods; dance competitions; and art displays.
- Dance performances at school events – Open Day, Student Assemblies & School Ceremonies
- Workshop/specialist opportunities – Arts students exposed to guest dance teachers e.g. Excellence Dance Teams, Drama workshops with visiting professional artists, highly regarded conductors working with our Music ensembles.

How information and communication technologies are used to assist learning

In 2018 the school continued the implementation 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, 3D printers, laser cutter 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 and podcasts.

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 can participate in chat sessions, post blog entries and students in years 7, 8 and 9 access an online learning program for Mathematics. Across the school curriculum elearn classrooms are used as the portal for students' class notes and resources. Many subjects now encourage digital submission of work.

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 teaching 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 two Guidance Officers 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 four 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. Additionally the school is taking substantial steps to prepare for the New QCE system which students entering Year 11 in 2019 will undertake.

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

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)	79%	93%	92%
• this is a good school (S2035)	86%	93%	87%
• their child likes being at this school* (S2001)	80%	93%	88%
• their child feels safe at this school* (S2002)	84%	91%	84%
• their child's learning needs are being met at this school* (S2003)	77%	90%	89%
• their child is making good progress at this school* (S2004)	82%	92%	91%
• teachers at this school expect their child to do his or her best* (S2005)	84%	98%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	73%	91%	88%
• teachers at this school motivate their child to learn* (S2007)	84%	90%	89%
• teachers at this school treat students fairly* (S2008)	81%	91%	82%
• they can talk to their child's teachers about their concerns* (S2009)	89%	96%	94%
• this school works with them to support their child's learning* (S2010)	77%	90%	86%
• this school takes parents' opinions seriously* (S2011)	78%	91%	78%
• student behaviour is well managed at this school* (S2012)	64%	85%	72%
• this school looks for ways to improve* (S2013)	77%	94%	90%
• this school is well maintained* (S2014)	90%	96%	87%

* 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)	93%	89%	93%
• they like being at their school* (S2036)	89%	82%	81%
• they feel safe at their school* (S2037)	93%	82%	84%
• their teachers motivate them to learn* (S2038)	88%	83%	85%
• their teachers expect them to do their best* (S2039)	98%	92%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	82%	89%
• teachers treat students fairly at their school* (S2041)	78%	68%	73%
• they can talk to their teachers about their concerns* (S2042)	75%	65%	67%
• their school takes students' opinions seriously* (S2043)	76%	74%	68%
• student behaviour is well managed at their school* (S2044)	68%	58%	51%
• their school looks for ways to improve* (S2045)	91%	86%	83%
• their school is well maintained* (S2046)	87%	78%	73%
• their school gives them opportunities to do interesting things* (S2047)	84%	82%	88%

Percentage of students who agree# that:	2016	2017	2018
---	------	------	------

* 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)	96%	93%	95%
• they feel that their school is a safe place in which to work (S2070)	95%	98%	94%
• they receive useful feedback about their work at their school (S2071)	89%	91%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	85%	91%
• students are encouraged to do their best at their school (S2072)	95%	96%	94%
• students are treated fairly at their school (S2073)	95%	91%	94%
• student behaviour is well managed at their school (S2074)	90%	89%	87%
• staff are well supported at their school (S2075)	89%	89%	86%
• their school takes staff opinions seriously (S2076)	88%	85%	86%
• their school looks for ways to improve (S2077)	98%	95%	92%
• their school is well maintained (S2078)	90%	94%	82%
• their school gives them opportunities to do interesting things (S2079)	92%	85%	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

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 reports. 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 follow 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 or phone 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 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 One School.

Respectful relationships education 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.

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	265	180	262
Long suspensions – 11 to 20 days	6	4	11
Exclusions	7	10	8
Cancellations of enrolment	16	18	8

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

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	411,583	369,105	378,808
Water (kL)	494		1,781

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.

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

The data contained in this table is based on the establishment cube used for workforce turnover, which takes a number of snapshots of the workforce on The Solution Series (TSS) per year and averages these for the year.

To be counted as 'Indigenous staff', employees will have filled in an Employment and Equal Opportunities (EEO) form and self-nominated.

In accordance with the **EEO privacy provisions and confidentiality**, the '**less than 5**' rule has been applied in schools whose Indigenous staff numbers are less than five.

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	79	42	<5
Full-time equivalents	77	33	<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	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	6	
Graduate Diploma etc.*	18	
Bachelor degree	53	
Diploma	2	
Certificate	0	

Professional development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2018 were **\$64,140**. The majority of professional development undertaken in 2018 was linked to the new QCE system and subjects.

The major professional development initiatives were as follows:

- Aspirant Training and Development
- Queensland Curriculum and Assessment Authority PD
- Leadership – Executive Coaching
- Leadership Development Programs
- Leadership – Growth Coaching model
- Myers Briggs Personality Typing
- First Aid and CPR training
- English Teachers' of Queensland State Conference
- Drama Teachers' of Queensland State Conference
- Marine Teachers' of Queensland State Conference
- Learning Support Teachers' of Queensland State Conference
- LOTE Teachers' of Queensland State Conference
- Home Economics Institute of Australia membership and events
- Design and Technology Teachers Association membership and events
- Art and Science of Teaching
- Writing workshops
- Spatial technology training

- Laser Cutter training
- Aspiring Thinkers & IMPACT Innovators
- Curriculum specific courses

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

Staff attendance and retention

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, 90.9% of staff was retained by the school for the entire 2018. This was an important focus of the school during 2018 as consistency of staff leads to improved student outcomes.

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	87%	90%	88%
Attendance rate for Indigenous** students at this school	85%	88%	83%

* 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

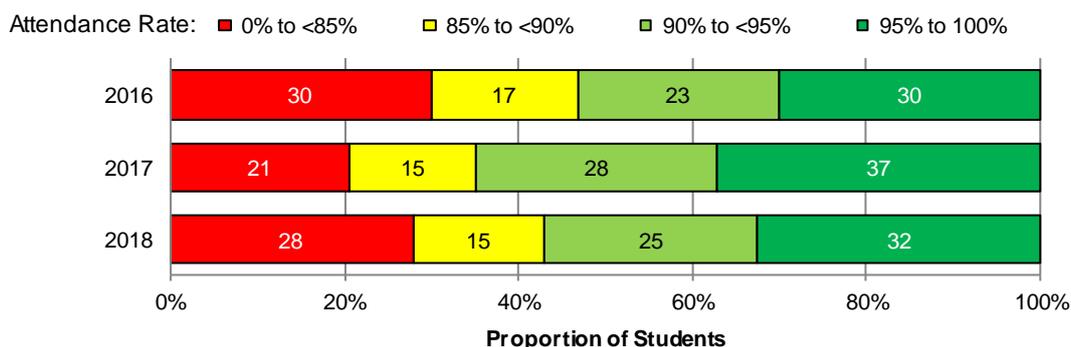
Year level	2016	2017	2018
Year 7	88%	91%	89%
Year 8	88%	90%	87%
Year 9	87%	90%	85%
Year 10	84%	89%	87%
Year 11	85%	89%	89%
Year 12	88%	91%	90%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment 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

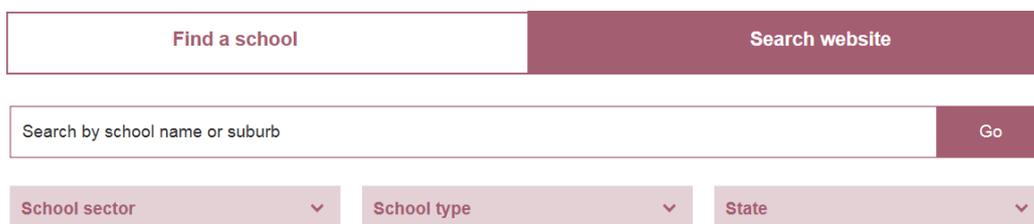
1. A text message is sent home every day at approximately 10am for students who are absent without explanation.
2. Care teachers monitor student attendance and follow up on outstanding absences and students who have attendance patterns that are of concern.
3. When sending a student home sick, if possible 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.

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	118	136	142
Number of students awarded a QCIA	3	3	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	115	133	139
Percentage of Indigenous students awarded a QCE at the end of Year 12	91%	100%	100%
Number of students who received an OP	18	46	38
Percentage of Indigenous students who received an OP	0%	0%	13%
Number of students awarded one or more VET qualifications (including SAT)	107	133	141
Number of students awarded a VET Certificate II or above	73	92	138
Number of students who were completing/continuing a SAT	26	29	12

Description	2016	2017	2018
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	83%	57%	74%
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	99%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	83%	87%	93%

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	2	3	5
6-10	5	11	9
11-15	8	12	14
16-20	3	18	10
21-25	0	2	0

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	92	117	9
Certificate II	38	57	137
Certificate III or above	44	53	32

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).

Year 10 students completed a Certificate II in Skills for Work as a foundation certificate and an introduction to the workforce. Certificate II in Business (BSB) 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

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	67%	71%	72%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	43%	40%	45%

Notes:

- 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%).
- 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.

Students leaving school early have been supported to enter other educational or employment pathways as per legislative requirements. Key destinations for early school leavers have included:

- Alternate educational settings e.g. Arethusa College, Horizons, Deception Bay Flexi-School
- Mainstream educational settings e.g. TAFE
- Relocation interstate
- Apprenticeships
- Employment of 25hrs or more work.

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.

2018 saw an increase in students leaving specifically for TAFE, Australian Trade College and other training providers. 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.

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.clontarfbeachshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>