Clontarf Beach State High School

ANNUAL REPORT
2019
Queensland State School Reporting

Every student succeeding
State Schools Improvement Strategy
Department of Education

Queensland Government

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From the Principal

School overview

Welcome to Clontarf Beach State High School's *2019 School Annual Report.* This report outlines our progress toward achieving our vision and purpose.

Located on the Redcliffe Peninsula close to the foreshores of Clontarf, our school provides quality learning experiences for approximately 900 secondary students from Years 7 to 12.

Our school aims to make the difference for every student which underpins our vision statement:

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

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. 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. Additionally we have sport development programs (Netball, Rugby and Football), Dance Excellence, Instrumental Music, and academic programs of excellence.

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.

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*

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 school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	952	922	874
Girls	497	454	420
Boys	455	468	454
Indigenous	77	89	76
Enrolment continuity (Feb. – Nov.)	87%	88%	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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	23	21
Year 11 – Year 12	19	17	16

Note:

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

Curriculum implementation

Our approach to curriculum delivery

The school's whole school curriculum plan that aligns with the P–12 Curriculum Framework continued to be updated during 2019. The CBSHS Curriculum Assessment and Reporting Framework (CARF) maps assessment, (with which all unit plans align) which provides a reference point to monitor the development of a common unit planner from Years 7 to 12.

In progressing this framework, a committee in consultation with the school's Leadership Team, furthered the continued use of a common unit planner in all subject areas. Year 10 continued cohort exams, a 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 continue to attend 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 and Year 10 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 for students in Year 7 and 8. 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. These groupings are referred to as a POD.
- 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 "Extension" and "Horizon" classes. The "Horizon" class is a small group of 12-18 students to enable differentiated curriculum, and the "Extension" 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

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

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here https://www.qld.gov.au/education/schools/information/programs.

Such co-curricular activities include but are not restricted to the following:

- **Various academic competitions** (Mathematics, Australian History Competition, public speaking e.g. (Ballycara, Lions Youth of the Year, intra-school public speaking competition)
- **Sporting competitions** Peninsula Netball Cup BOSNL, Super 7s Netball Secondary Schools Tournament, Indoor Netball Federation Secondary Schools Cup, QRU Rugby Union 7s, Moreton Bay Super 6 Rugby Union, ARL Rugby League 9s, Bill Turner Cup, Respect Futsal Cup, SEQ Futsal, Australian Futsal Champions of Champions
- **Camps** (Sports Tour, Recreational Studies Camp, French Cultural School Tour to Noumea, Year 9 HPE Camp)
- **Community events:** (ANZAC Day March, Remembrance Day, Clontarf Unites – A lunch time event celebrated Harmony Day at our school, NAIDOC Day, Clean Up Australia Day, lent kayaks and staff support to two local creek clean ups with Ocean Crusaders)
- **Social, emotional and welfare activities:** (Real Me - Delivered by SBYHN and Chaplain; PE4RLS - delivered by the SBYSO and SBYHN to Year 10 girls, International Women's Day Guest Speaker, AMAYDA Anti Bullying Program delivered by AMAYDA in partnership with Student Support Team, Drumbeat delivered by Chaplain)
- **Indigenous programs** (Deadly Choices and Deadly Sistas, Broncos Girls' Academy, NAIDOC Excursion to Murgon with ISW and BIGA co-ordinator)
- **Musical, creative and artistic activities** (Performing Arts showcase evenings; lunchtime concerts, performances at school events, Primary School Performance Tours; music competitions; various dance eisteddfods; dance competitions; art displays, dance performances).
- **Workshop/specialist opportunities** (guest dance teachers, Excellence Dance Teams, Drama workshops with visiting professional artists, artist in residence, highly regarded conductors working with our Music ensembles, poetry and Shakespeare performances from various performing companies, various theatre excursions.)

How information and communication technologies are used to assist learning

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

In 2019 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, and some classes trialling Class One Note. 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.

Social climate

Overview

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

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

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

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.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	93%	92%	90%
• this is a good school (S2035)	93%	87%	90%
• their child likes being at this school* (S2001)	93%	88%	93%
• their child feels safe at this school* (S2002)	91%	84%	88%
• their child's learning needs are being met at this school* (S2003)	90%	89%	87%
• their child is making good progress at this school* (S2004)	92%	91%	84%
• teachers at this school expect their child to do his or her best* (S2005)	98%	95%	91%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	88%	86%
• teachers at this school motivate their child to learn* (S2007)	90%	89%	88%
• teachers at this school treat students fairly* (S2008)	91%	82%	87%
• they can talk to their child's teachers about their concerns* (S2009)	96%	94%	94%
• this school works with them to support their child's learning* (S2010)	90%	86%	86%
• this school takes parents' opinions seriously* (S2011)	91%	78%	83%
• student behaviour is well managed at this school* (S2012)	85%	72%	81%
• this school looks for ways to improve* (S2013)	94%	90%	87%
• this school is well maintained* (S2014)	96%	87%	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:	2017	2018	2019
• they are getting a good education at school (S2048)	89%	93%	95%
• they like being at their school* (S2036)	82%	81%	92%
• they feel safe at their school* (S2037)	82%	84%	86%
• their teachers motivate them to learn* (S2038)	83%	85%	91%
• their teachers expect them to do their best* (S2039)	92%	96%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	82%	89%	83%
• teachers treat students fairly at their school* (S2041)	68%	73%	68%
• they can talk to their teachers about their concerns* (S2042)	65%	67%	78%
• their school takes students' opinions seriously* (S2043)	74%	68%	68%
• student behaviour is well managed at their school* (S2044)	58%	51%	59%
• their school looks for ways to improve* (S2045)	86%	83%	87%
• their school is well maintained* (S2046)	78%	73%	80%
• their school gives them opportunities to do interesting things* (S2047)	82%	88%	87%

Percentage of students who agree# that:	2017	2018	2019

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	93%	95%	97%
• they feel that their school is a safe place in which to work (S2070)	98%	94%	97%
• they receive useful feedback about their work at their school (S2071)	91%	86%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	91%	84%
• students are encouraged to do their best at their school (S2072)	96%	94%	98%
• students are treated fairly at their school (S2073)	91%	94%	93%
• student behaviour is well managed at their school (S2074)	89%	87%	89%
• staff are well supported at their school (S2075)	89%	86%	91%
• their school takes staff opinions seriously (S2076)	85%	86%	91%
• their school looks for ways to improve (S2077)	95%	92%	98%
• their school is well maintained (S2078)	94%	82%	88%
• their school gives them opportunities to do interesting things (S2079)	85%	89%	93%

* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Our approach to engaging with parents and the community is outlined in our school's *Parent and Community Engagement Plan – Partnering and Promoting* aligned to the department's Parent and community engagement framework. The plan outlines students, schools, parents and the community work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at https://education.qld.gov.au/parents-and-carers/community-engagement

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.
- 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.
- A partnership agreement *Pathways for Success –through Collaboration and Innovation* with our local primary school, Clontarf Beach State School.

- Involvement with QUT designed to support Pacific Islander students attend Tertiary Education
- 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 and various partnership agreements with local high schools and youth support agencies to deliver alternative programs 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.

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.
- 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.

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	180	262	242
Long suspensions – 11 to 20 days	4	11	6
Exclusions	10	8	3
Cancellations of enrolment	18	8	15

Note:

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

Environmental footprint

Reducing this school's environmental footprint

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

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	369,105	378,808	389,698
Water (kL)		1,781	6,905

Note:

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

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

School funding

School income broken down by funding source

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

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Search by school name or suburb		School sector ˅	School type ˅	State ˅	🔍

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

View School Profile

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

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

Note:

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

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	78	43	<5
Full-time equivalents	75	32	<5

*Teaching staff includes School Leaders.

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

Qualification of all teachers

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

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

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

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

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2019 were **$40,387.** 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 and Building Collaborative Relationships
- Myers Briggs Personality Typing
- First Aid and CPR training
- Teacher qualifications for Vocational Education and Training

- Membership and conferences for various Teacher Associations
- The New Art and Science of Teaching
- WRITE that Essay
- Curriculum specific courses

The proportion of the teaching staff involved in professional development activities during 2019 was **100%**.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

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

Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

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

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

Table 11: Overall student attendance at this school

Description	2017	2018	2019
Overall attendance rate* for students at this school	90%	88%	86%
Attendance rate for Indigenous** students at this school	88%	83%	84%

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

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

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

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

Year level	2017	2018	2019
Year 7	91%	89%	88%
Year 8	90%	87%	88%
Year 9	90%	85%	84%
Year 10	89%	87%	81%
Year 11	89%	89%	86%
Year 12	91%	90%	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

Attendance Rate: ■ 0% to <85%   ■ 85% to <90%   ■ 90% to <95%   ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	21	15	28	37
2018	28	15	25	32
2019	29	15	25	31

Proportion of Students
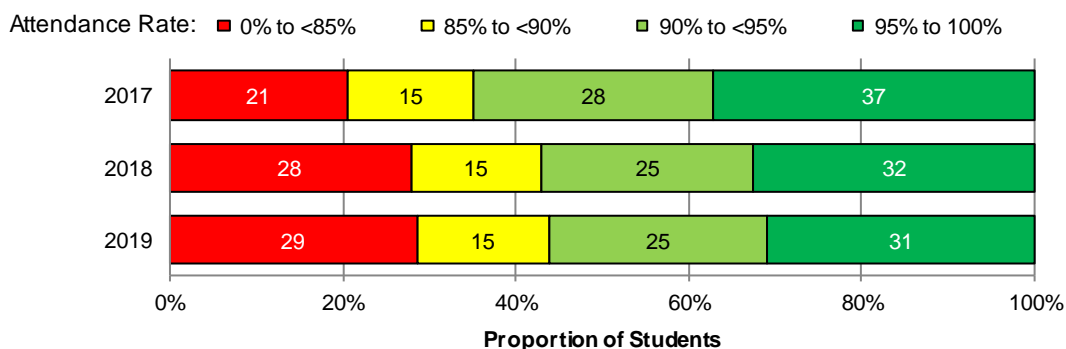
Description of how this school manages non-attendance

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.

Search by school name or suburb		School sector ∨	School type ∨	State ∨	🔍

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

View School Profile

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

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

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

-   a summary of Year 12 outcomes

-   the number of Year 12 students in each OP band

-   the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about AQF program is available at www.aqf.edu.au.

Table 13: Outcomes for our Year 12 cohorts

Description	2017	2018	2019
Number of students who received a Senior Statement	136	142	96
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	133	139	93
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	46	38	25
Percentage of Indigenous students who received an OP	0%	13%	50%
Number of students awarded one or more VET qualifications (including SbAT)	133	141	93
Number of students awarded a VET Certificate II or above	92	138	92
Number of students who were completing/continuing a SbAT	29	12	10
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	57%	74%	68%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	87%	93%	94%

Notes:

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

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

Table 14: Overall Position (OP)

OP band	2017	2018	2019
1-5	3	5	3
6-10	11	9	4
11-15	12	14	10
16-20	18	10	8
21-25	2	0	0

Note:

The values in table 14:

- are as at 05 February 2020

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	117	9	5
Certificate II	57	137	91
Certificate III or above	53	30	26

Note:

The values in table 15:

- are as at 05 February 2020

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	71%	72%	80%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	40%	45%	50%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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

Student destinations

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

Early school leavers

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

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.

2019 saw 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.
Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

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

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

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