



Beaudesert State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Beaudesert State High School has a splendid history of excellent academic results, sporting achievements, and successes in varied cultural activities. Established in 1963, our school is currently home to 1450 students. Although our school is not culturally diverse, our school community reflects a range of socioeconomic patterns.

Beaudesert State High School has a strong and positive reputation in the community, and our school ethos has been constructed around our community sense of values and expectations. We provide a comprehensive curriculum that is rich and diverse. We are committed to providing high quality learning programs that cater for the needs and aspirations of all students.

Features of Beaudesert State High School are our committed teachers, innovative programs, quality facilities, and strong community ties.

Principal's Foreword

Introduction

At Beaudesert State High School, we:

- Are passionate about providing quality learning for all.
- Provide a safe and caring environment based on mutual respect, responsibility and positive relationships.
- Set high expectations for learning.
- Offer a broad, relevant, engaging and challenging curriculum for ALL students.
- Have an extensive co- and extra-curricular program.
- Are committed to ensuring every student progresses in their learning.

Our vision is striving to achieve our personal best for all through encouraging a positive sense of self, promoting respectful relationships and inspiring a passion for lifelong learning.

School progress towards its goals in 2017

In 2017, we continued to implement our school's successful *Academic Improvement Strategy* with learning, engagement and relationships being the cornerstones to student success. Specific actions included:

- ✓ Using high-impact teaching strategies to:
 - extend students in the upper two bands
 - ensure all students progress in their learning
- ✓ Continuing the phased roll-out of **SCORE** (whole school reading framework).
- ✓ Implementing a range of strategies at school-wide and individual levels to improve student attendance.
- ✓ Rigorously monitoring eligibility of Year 12 students for the *QCE*.
- ✓ Building staff capability, particularly with respect to the *Australian Curriculum* and the new *Senior Assessment and Tertiary Entrance* system.
- ✓ Continuing the *Learning Curve* as the foundation for developing a culture of staff and student wellbeing throughout the school.
- ✓ Undertaking a *Quadrennial School Review*

In May 2017, a School Review was undertaken by four representatives of the Queensland Education Department's School Improvement Unit. Key findings arising from the four-day visit included:

1. *The school is acknowledged by the broader community as being integral to the future development and productivity of the region.*
2. *Teaching staff members highlight the sense of united and collegial support within the school as a key strength of the school's culture.*
3. *The leadership team has established an Explicit Improvement Agenda (EIA) in visible learning, reading, wellbeing and attendance, coaching and mentoring.*
4. *A clear and collaborative process of identifying future directions and ensuring priorities are consistently actioned is emerging.*
5. *School leaders undertake analysis of student data as a basis for class composition and to inform levels of planning intervention and support for students.*
6. *Staff members have a strong commitment to the school-wide priorities.*
7. *Students compliment the effort and commitment teachers demonstrate to support their learning.*
8. *Teachers demonstrate a clear commitment to positively contributing to the life of the school.*

In addition, the reviewers outlined a series of key improvement strategies for the school to action over the next four years as part of its strategic plan for the period 2018 to 2021. These included:

- ▶ *Developing a clear and collaborative strategic planning process to clarify and communicate vision, purpose and values aligned to mandatory expectations.*

- ▶ *Developing a formal system for the monitoring, evaluation and feedback to all teachers and leaders in relation to progress on school priorities and associated targets.*
- ▶ *Ensuring a consistent alignment of actions and consequences for the management of student behaviour across the levels of responsibility based on high expectations.*
- ▶ *Developing formal and consistent review, modelling and feedback processes regarding the correlation of student outcomes data to differentiation strategies to inform pedagogy and curriculum planning.*
- ▶ *Implementing a formal coaching and mentoring framework involving all teaching staff members that incorporates consistent feedback processes aligned to the pedagogical model.*

Future outlook

Our aspiration in our newly-developed strategic plan (2018-2021) is that we will **grow our learning culture to achieve personal best**. We will do this by concentrating on the following priority areas:

1. Effectively utilising high-impact teaching strategies.
2. Implementing a quality curriculum.
3. Enabling professional growth of all staff.

In 2018, we will continue to implement our school's successful *Academic Improvement Strategy*. Specific actions will include:

- ✓ Transitioning from *SWPBI* to **PBL** (positive behaviour for learning).
- ✓ Embedding the use of **SCORE** (whole school reading framework), in particular to extend students in the upper two bands.
- ✓ Preparing for the introduction of the new **SATE** (senior assessment and tertiary entrance) system.
- ✓ Introducing **Collegial Engagement**.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1522	779	743	104	91%
2016	1436	733	703	98	91%
2017	1448	731	717	104	91%

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

Characteristics of the Student Body

Overview

Total number of Indigenous students in 2017:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
Indigenous	25	19	14	15	14	15	102

The school also has a large Special Education Program that successfully caters for students with a range of impairments:

Categories	Total
Autism Spectrum Disorder	54
Intellectual Impairment	32
Hearing Impairment	10
Speech/Language Impairment	5
Physical Impairment	4
Vision Impairment	1
Total	106

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Year 7 – Year 10	24	23	23
Year 11 – Year 12	21	20	20

Curriculum Delivery

Our approach to curriculum delivery

As a community centred high school, we provide a comprehensive curriculum that is rich and diverse, including mainstream and special education. It has a balance of academic and vocational education, with additional pathways to further education training and work to meet differing student needs and aspirations. This means providing an extensive range of QCAA Authority and Vocational Education subjects. Our distinctive curriculum offerings include visual and performing arts, agriculture, and sport.

A significant number of students are enrolled in school-based apprenticeships and traineeships.

Students have a vast array of subjects to choose from in Years 11 and 12, including:

Authority Subjects:

<ul style="list-style-type: none"> • Accounting • Agricultural Science • Ancient History • Biological Science • Business Communication & Technologies • Chemistry • Dance • Drama • English • Film, Television & New Media • Graphics • Hospitality Studies 	<ul style="list-style-type: none"> • Information Processing & Technology • Japanese • Legal Studies • Mathematics A • Mathematics B • Mathematics C • Modern History • Physical Education • Physics • Science 21 • Visual Art
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Authority-Registered Subjects:

<ul style="list-style-type: none"> • Agricultural Practices • Building & Construction Skills • Early Childhood Studies • Engineering Skills – Welding • English Communication 	<ul style="list-style-type: none"> • Hospitality Practices • Industrial Technology Skills – Automotive • Prevocational Mathematics • Visual Arts in Practice
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VET Courses:

<ul style="list-style-type: none"> • Certificate 1 and 2 in Information, Digital Media and Technology • Certificate 1 in Business • Certificate 2 in Hospitality • Certificate 2 in Rural Operations • Certificate 2 in Transport and Logistics • Certificate 2 in Vocational Automotive Preparation • Certificate 2 in Engineering Pathways • Certificate 2 in Electro-technology • Certificate 2 in Sport Coaching • Certificate 3 in Fitness

Co- and Extra-curricular activities

Our co- and extra-curricular program is second to none. The following list includes just some of the wonderful opportunities available to students from Beaudesert State High School in 2017:

- *Archibull Prize Competition*
- *Beauy's Got Talent*
- Instrumental Music Day of Excellence
- *Bangarra Rekindling Project*
- Debating
- The Show Team
- Human Powered Vehicle
- Student Representative Council
- Year Eleven Leadership Program
- The Scenic Rim Regional Council's Youth Leadership Program



- And the House Cup which sees an increasing number of students participating in events, competitions and strategies.

Pleasingly, many students from our school were highly successful in 2017 through their endeavors outside of regular classroom learning. Other formal recognition for our students has come through:

- *2018 UQ Young Achievers Program*
- *Regional NAIDOC Awards for Academic Excellence*
- *Regional Awards for School-based Apprentices and Trainees.*
- *Creative Generations Visual Arts Awards*
- *2017 Australian Mathematics Competition.*
- 2017 BSHS Awards Night
- 2017 BSHS Sports Showcase Evening

How Information and Communication Technologies are used to assist learning

All subject areas provide learning experiences that have been designed with ICT integral to the learning process. Students work on a wide range of curriculum tasks in one of our seven computer labs or eight mini labs. They work on a wide range of curriculum tasks, including but not limited to multimedia production, research, desktop publishing and Computer Aided Design. With the teacher as the facilitator, students utilise current ICT technologies to enhance their learning opportunities.

Social Climate

Overview

A positive and supportive school climate exists at Beaudesert State High School. Through our Student Support Team, assistance is provided to individuals and small groups of students to develop the social skills needed to exist successfully in our school community.

Students have access to a comprehensive Student Support Team comprising:

- Guidance Officers
- School Health Nurse
- School Chaplain
- Community Education Counsellor
- Industry Liaison Officer
- Year Coordinators
- Behaviour Advisory Teacher
- Youth Support Coordinator

In addition, students were able to access external support staff from external organisations who regularly visit the school. Productive partnerships exist between Beaudesert State High School and the following not-for-profit organisations:

- Beaucare
- Mununjali Housing

The social climate at Beaudesert State High School is accentuated by a range of activities including:

- Lunchtime activities
- Competitions
- Extra-curricular activities
- Camps and tours
- Student Council
- Enrichment and extension programs
- Sport

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	92%	88%	91%
this is a good school (S2035)	96%	85%	87%
their child likes being at this school* (S2001)	94%	92%	88%
their child feels safe at this school* (S2002)	94%	87%	85%
their child's learning needs are being met at this school* (S2003)	92%	88%	84%
their child is making good progress at this school* (S2004)	92%	87%	89%
teachers at this school expect their child to do his or her best* (S2005)	98%	94%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	90%	91%
teachers at this school motivate their child to learn* (S2007)	90%	92%	86%
teachers at this school treat students fairly* (S2008)	87%	86%	82%
they can talk to their child's teachers about their concerns* (S2009)	96%	90%	90%
this school works with them to support their child's learning* (S2010)	85%	86%	90%
this school takes parents' opinions seriously* (S2011)	85%	83%	80%
student behaviour is well managed at this school* (S2012)	83%	73%	68%
this school looks for ways to improve* (S2013)	91%	88%	91%
this school is well maintained* (S2014)	92%	87%	86%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	99%	95%	89%
they like being at their school* (S2036)	98%	87%	86%
they feel safe at their school* (S2037)	91%	90%	90%
their teachers motivate them to learn* (S2038)	97%	92%	85%
their teachers expect them to do their best* (S2039)	99%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	94%	87%	89%
teachers treat students fairly at their school* (S2041)	81%	82%	76%
they can talk to their teachers about their concerns* (S2042)	88%	78%	71%
their school takes students' opinions seriously* (S2043)	83%	84%	72%
student behaviour is well managed at their school* (S2044)	74%	77%	64%
their school looks for ways to improve* (S2045)	91%	95%	89%
their school is well maintained* (S2046)	93%	91%	85%
their school gives them opportunities to do interesting things* (S2047)	96%	92%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	93%	94%	90%
they feel that their school is a safe place in which to work (S2070)	87%	89%	88%
they receive useful feedback about their work at their school (S2071)	86%	87%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	73%	73%	72%
students are encouraged to do their best at their school (S2072)	97%	94%	90%
students are treated fairly at their school (S2073)	96%	94%	88%
student behaviour is well managed at their school (S2074)	77%	59%	52%
staff are well supported at their school (S2075)	79%	73%	70%
their school takes staff opinions seriously (S2076)	78%	69%	68%
their school looks for ways to improve (S2077)	94%	87%	83%

their school is well maintained (S2078)	86%	92%	85%
their school gives them opportunities to do interesting things (S2079)	89%	81%	83%

* 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

Beaudesert State High School used a range of strategies to involve parents in 2017. These included:

- An electronic newsletter – published twice per term
- Information Evenings
- Instrumental Music Concerts
- Parent-Teacher Interviews
- Regular articles in the local media
- Expert guest speakers
- Parents and Citizens Association – two meetings per term
- Involvement in the *PACE Initiative* (Indigenous community)
- Extensive consultation with parents/caregivers regarding the adjustments made to assist students with diverse learning needs to access and participate fully at school

Reporting – Written reports were issued three times during the year. Parents were invited to discuss their student's progress formally in Term One and Term Three. The school encourages teachers and parents to have dialogue on an informal basis at all times. In addition, a special *Personal Best Report* for each student was posted home at the end of each semester.

Respectful relationships programs

Beaudesert State High School offered *Get Connected*, a multi-faced care program. This encompasses:

- Social and emotional wellbeing
- *BSHS Schoolwide Positive Behaviour Initiative*
- Guest Speakers
- *BSHS Recognition Scheme*
- Career Planning
- Drugs and Alcohol Education
- Sexual Health
- Healthy Relationships
- Student Leadership and Camps

A key focus of *Get Connected* is appropriate, respectful and healthy relationships.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	429	385	529
Long Suspensions – 11 to 20 days	22	12	32
Exclusions	29	14	25
Cancellations of Enrolment	14	13	9

Environmental Footprint

Reducing the school's environmental footprint

The school is conscious of its environmental footprint, and is attempting to reduce usage of water and electricity.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	480,534	6,745
2015-2016	506,551	5,449
2016-2017	511,934	7,561

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's profile webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	107	60	<5
Full-time Equivalents	104	41	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	14
Graduate Diploma etc.**	36
Bachelor degree	55
Diploma	5
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

Funds expended on teacher professional development in 2017 totalled \$35,454.

The major initiatives focussed on the following areas:

- *Visible Learning*
- *The Tactical Teaching of Reading*
- *Growth Coaching*
- *Wellbeing*

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	88%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	85%	85%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

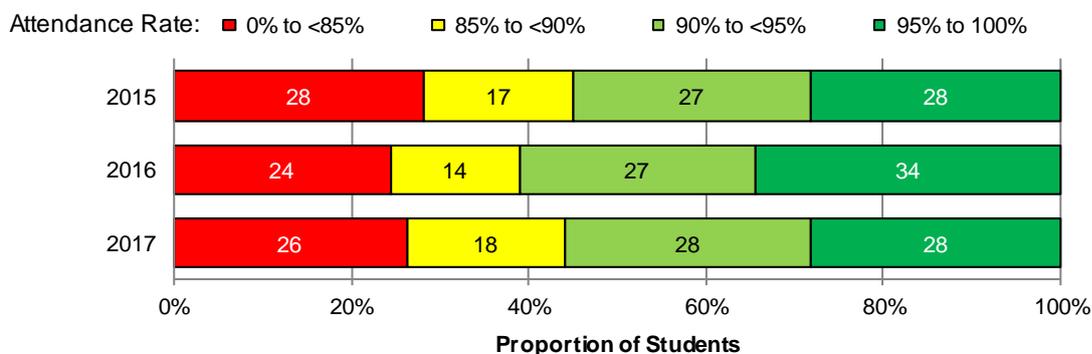
The overall student attendance rate in 2017 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								91%	89%	87%	84%	87%	91%
2016								91%	90%	89%	87%	88%	92%
2017								90%	89%	88%	84%	87%	89%

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

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

Non-attendance is managed in state schools in line with the DETE policies, *SMS-PR-029: Managing Student Absences* and *SMS-PR-036: Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked electronically at the start of each lesson. An SMS texting system is used to notify parents of student absences. In addition, letters are sent home weekly advising parents of any unexplained absences.

Beaudesert State High School has strong procedures in place that identify, intervene, monitor and review students with regards to their attendance. In addition, a personalized *Attendance Traffic Light* flyer is provided to all parents/caregivers at the end of each reporting period.

NAPLAN

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

Alternatively, the table below shows the percentage of students at or above the **national minimum standard [NMS]** in 2017:

	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
Year 7	89%	78%	90%	85%	95%
Year 9	84%	64%	88%	82%	98%

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2015	2016	2017	
Number of students receiving a Senior Statement	239	227	231	
Number of students awarded a Queensland Certificate of Individual Achievement.	2	5	1	
Number of students receiving an Overall Position (OP)	131	108	114	
Percentage of Indigenous students receiving an Overall Position (OP)	36%	33%	29%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	28	27	30	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	170	217	229	
Number of students awarded an Australian Qualification Framework Certificate II or above.	109	98	92	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	228	213	224	
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%	
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0	
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	55%	69%	64%	
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	99%	100%	

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	84%	99%	94%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	14	24	34	40	19
2016	14	22	38	32	2
2017	11	28	34	33	8

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2015	142	70	49
2016	209	76	31
2017	224	71	35

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

The following VET qualifications were delivered at Beaudesert State High School in 2017:

Qualification	Provider	Information
Certificate I in Information, Digital Media and Technology	BSHS - delivered in Year 10 (elective subject: Business Studies) and also delivered in Year 11 (<i>Get Connected Program</i>). 2 QCE credits achieved	This qualification provides the skills and knowledge for individuals to safely perform foundation digital literacy tasks using a personal computer and a range of software applications and digital devices.
Certificate I in Business	BSHS - delivered in Year 10 (elective subject: Business Studies) and also delivered in Year 11 (<i>Get Connected Program</i>). 2 QCE credits achieved	This entry-level qualification allows individuals across a variety of industry sectors to develop basic skills and knowledge to prepare for work. They may undertake a range of simple tasks under close supervision. The range of technical skills and knowledge is limited.
Certificate II in IDMT	BSHS	This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical Business skills and fundamental operational knowledge in a defined Business context, working under direct supervision.
Certificate II in Hospitality	College Australia - delivered on a Friday as an optional extra for students wishing to work in Hospitality industry or requiring additional QCE	This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring basic operational knowledge and limited practical skills in a defined context. Work would be undertaken in various hospitality settings, such as restaurants, hotels, motels, catering

	credit points	operations, clubs, pubs, cafes and coffee shops. Individuals may work with some autonomy or in a team but usually under close supervision.
Certificate II Rural Operations/Certificate II Transport and Logistics	TAFE Brisbane- delivered on a Wednesday as an optional extra for students wishing to work in Hospitality industry or requiring additional QCE credit points	A qualification for those engaged in logistics operations support within the Transport and Logistics and Rural Industries undertaking a range of tasks involving known routines and procedures, and taking some responsibility for the quality of work outcomes.
Certificate II in Sport Coaching	BSHS	This qualification reflects the role of individuals who apply the skills and knowledge to be competent in delivering a basic instruction session for a sport. Work may be undertaken as part of a team and would be performed under supervision or independently in a structured environment such as a sporting club or school.
Certificate III in Fitness	Binnacle	This subject aims to provide students with the opportunity to deliver fitness programs within the school community. Graduates will be competent in a range of essential skills – such as undertaking client health assessments, planning and delivering fitness programs and conducting group fitness sessions in community and commercial fitness settings.
Certificate II Vocational Automotive Preparation	BSHS in partnership with Skills Tech - delivered in the Trade Training Centre located as BSHS.	This school-based VET program is designed to give students an introduction to the automotive industry. Students will gain skills and knowledge in the areas of inspecting and servicing vehicle components including engines, using automotive tools and equipment, testing, servicing and charging batteries.
Certificate II Engineering Pathways	BSHS in partnership with Skills Tech	In an ever changing world, human kind has always endeavoured to change and manipulate its environment for the betterment of society. The near future holds many new and exciting challenges that may well determine the quality of our existence. Up and coming generations must be empowered to confront and overcome these challenges will ability, creativity and enthusiasm. Essential skills in creative and analytical thinking have become highly sort after qualities in our young learners; the Manufacturing syllabus encapsulates these skills and processes, preparing students to take on the challenges of the future.
Certificate II Electro-Technology	BSHS in partnership with Flagstone - delivered at the Trade Training Centre at Flagstone State Community College	This area of study seeks to develop theory, practical knowledge and skills that apply in an industrial environment. The electro-technology industry is a quickly growing industry with great opportunities. This qualification covers competences for work entry program providing grounding in safety and basic skills and knowledge for work in any electro-technology discipline.

The list above does not include school-based Apprenticeships and Traineeships [SATs].

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	76%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	75%	61%	94%

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

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, *Next Step – Student Destination Report* (2017 Year 12 cohort), will be uploaded to the school's website in September 2018.

Early leavers' information

The majority of students leaving school prior to the completion of Year 12 usually transition to full time work. Some, however, attend training at TAFE or participate in a number of non-traditional learning programs such as *Its Up to You* and courses provided by the Eagleby Learning Centre.

Conclusion

In very many ways, 2017 was a great year:

- Our school's co- and extra-curricular program continued to be second to none.
- We provided an extensive range of academic, vocational, and practical subjects – unrivalled in the local area.
- Sporting opportunities were abundant - for both individuals and teams.
- In the classroom, our students shone:

Academic	Behaviour	Effort
85%	94%	89%

(% of ALL students gaining a rating of A, B or C on Semester 1 report cards)

In summary, this annual report for 2017 shows that:

- Beaudesert State High School is a community where character virtues are fostered with the aim of developing positive learning relationships.
- Students are actively encouraged and supported to achieve their *personal best* in all aspects of school life.
- We successfully provide high quality learning programs that cater for the needs, abilities and interests of all students.