



Blackwater State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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### School overview

Blackwater State High School is a school engaged in creating brilliant futures. At Blackwater High dedication to academic excellence and vocational achievement goes hand in hand with individual care for each student. We aim to offer all students at Blackwater State High School the highest quality education. Embracing all that the School and the local community offer, the young adults who complete their schooling here are ready and willing to take their place in a global community. Situated in the mining town of Blackwater in Central Queensland, the school enjoys strong and much appreciated support from the local community for the many sporting, cultural and academic activities undertaken by our students. Blackwater State High School offers a broad and innovative curriculum that is focused on meeting the diverse needs of students in our modern and increasingly complex society.

Our Junior Secondary approach in Year 7 links closely with our Primary Cluster Schools to provide a smooth continuation for students from the primary to the secondary school setting. Academically our students are developing as independent learners equipped with the organisational skills and learning strategies upon which each can build as they progress through high school. Foundations in literacy and numeracy are consolidated and the scope widens to enable students to engage in a wide ranging, stimulating academic program.

The Year 10 Transition Program ensures that students are well prepared to engage in their chosen pathways in the Senior Phase of Learning in Years 11 and 12. While we have a strong academic focus for those choosing to follow a Tertiary Education Pathway, we also offer a strong alternative Vocational Pathway for those seeking traineeships, apprenticeships and employment. These years are about balance. The aim of our range of subjects is to provide a meaningful course of study that will suit the different needs of students undertaking senior studies at Blackwater State High School. Students in Years 11 and 12 will be offered subjects that are academic or vocational based, all of which lead to their chosen pathway after completion of their formal schooling.

Our success is largely due to our caring, committed and enthusiastic staff who work to develop a genuine learning culture in partnership with students and parents and who challenge students to be the best they can be. We have strong links with our local community and the mining industry. As we are a member of the Queensland Minerals and Energy Academy, we can provide our students and staff access to a variety of activities both academic and vocational which can help them in their years beyond schooling.

### Introduction

Our school motto at Blackwater State High School is KNOW THYSELF. As students progress through the six years of secondary education, we will strive to have each one of them achieve the ideal of this motto. They will progressively be expected to assume more responsibility for their own achievement and to learn to be more self-reliant in reaching set goals. The progressive development of attitudes in self-discipline and of mutual respect will lead to better understanding of themselves and others. We hope that close cooperation among parents, teachers, community and students will provide an educational climate conducive to each student achieving his or her full potential.

This report details a snapshot of the achievements and results from Blackwater State High School in 2018. We are tremendously proud of our students and the teachers who help our students in so many different ways. This report will provide a structured response to the school's outcomes from 2018 and will show an insight into the direction and priority areas from 2018.

### School progress towards its goals in 2018

Blackwater State High School is a school that leverages its commitment to Individual Student Achievement to provide outstanding education to the secondary school students in the Blackwater Community.

2018 saw Blackwater State High School recognising that great schools set ambitious goals, track and monitor student achievement and give feedback to students about their progress. This emphasis underpinned the vision for the school and our focus on writing formed the foundation of our Explicit Improvement Agenda. The school focussed on improving students' ability to construct a range of texts with

increasing sophistication across all Key Learning Areas .Student improvement in writing was measured using the NAPLAN writing task,10 weeks data cycles and Level of Achievement Data.

**2018 EXPLICIT IMPROVEMENT AGENDA**

# Writing

- = Shared understanding of how we teach writing at BSHS
- = Student writing goals and class targets
- = Data informed practices to enhance student writing
- = High Impact Teaching of writing—common practices across the school
- = Reflective practices—teachers teaching and students writing

**BLACKWATER**  
STATE HIGH SCHOOL  
KNOW YOURSELF

**Yr. 7 & 9 NAPLAN**  
Writing  
2% increase in NMs  
2% increase in L2B

2018 saw Blackwater State High School modify its curriculum to align closely to the Australian Curriculum. The increased rigour and quality assurance practices will stand our students in good stead when they enter the senior school as is evidenced by our excellent track record in senior outcomes. 2018 saw 100% of Year 12 exiting students obtain a QCE or QCIA, with 97.9% of them achieving a VET Certificate Two. 100% of QTAC applicants received an offer. 12.5% of our students exited with a VET Certificate III or higher.

A culture that promotes learning through Positive Behaviour for Learning, was also a focus for 2018. The school provided opportunities for all staff to become masters at the Essential Skills in Classroom Management. Blackwater State High School focussed on building a strong platform whereby positive school culture became the backbone. A reward system was used and will complement the great activities and events that school has to offer. 2018 saw our VIVO Rewards Program recognise a variety of positive behaviours in the classroom and in the playground. Staff were rewarding students for their positive behaviour and students were able to trade their points for a range of rewards. Enrolment increased and was the highest it has been in recent years.

As we have a number of staff changes we are investing time in our staff induction programs, ensuring that when staff join our team, a clear and consistent message is given on ‘the way things are done’ at Blackwater State High School. This includes our signature pedagogy – Explicit Instruction and also the policies and procedures in the school. All staff that began at Blackwater State High School received an electronic version of the Curriculum, Assessment and Reporting Framework of the school, school policies and procedures, and were provided the opportunity to be inducted into our school with a well-structured program.

## Future outlook

Our school vision of *'Creating excellent educational opportunities in an environment of success that inspires and supports all students to achieve their full potential'* will ensure that we can focus on maximising student learning and achievement.

Blackwater State High School's Explicit Improvement Agenda for 2019 will focus on 3 priority areas:

1. Writing
2. Attainment
3. Attendance


Writing will continue to be a priority area for Blackwater State High School in the Phase 3-Consolidate stage which will see all Year 7-12 Key Learning Areas/subjects embed writing as an authentic practice, focussing on the Cognitive Verb skills embedded in the Australian Curriculum and the New QCE Senior System.

2019 Priority	Targets	Strategies
Writing	<ul style="list-style-type: none"> <li>➤ Increase the percentage of students at or above NMS Writing 5% Improvement in Year 7 &amp; 9.</li> <li>➤ Increase the percentage of students achieving in the Upper 2 Bands (U2B) Writing 2% Improvement in Year 7 &amp; 9.</li> <li>➤ A 2% improvement Year 7-10 in Levels of Achievement (LOA) for English % C or higher.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To embed consistent practice in the teaching of writing to improve student outcomes across the curriculum.</li> <li>➤ Establishing a sustainable commitment and consistent practice in writing across the curriculum by all stakeholders to improve student outcomes.</li> </ul>
Attainment	<ul style="list-style-type: none"> <li>➤ Maintain QCE/QCIA attainment for Year 12 students at 100%</li> <li>➤ % OP 1-15 5% Improvement.</li> <li>➤ Tracking and case management of the Senior School cohort year 10-12 and targeted assistance is given to those at risk.</li> <li>➤ A 2% improvement Year 7-10 in Levels of Achievement (LOA) for English, Maths and Science % C or higher from 2018 to 2019</li> </ul>	<ul style="list-style-type: none"> <li>➤ Tracking monitoring and supporting students through data conversations and case management. Data and Goals settings conversations with teaching staff.</li> <li>➤ Develop processes to ensure collaboration and moderation occur between staff as part of planning team meetings.</li> <li>➤ Implementation of transformative assessment practices such as Learning Walls to encourage student directed learning.</li> <li>➤ Create a culture that promotes learning (PB4L, VIVO's, ESCM)</li> </ul>
Attendance	<ul style="list-style-type: none"> <li>➤ School Performance Dashboard- Increase the percentage of school student attendance from 87.5% in 2018 to 90% in 2019 and reduce % of students with attendance less than 85% by 2%</li> <li>➤ School Performance dashboard- Indigenous attendance rate 82.8% in 2018 to 85%.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue emphasis on 'Every Day Counts' strategies across whole school.</li> <li>➤ Creating and maintaining important links and communication with parents and carers around responsibilities. Regular communication through Facebook, newsletter, parades focussing on school attendance goals with staff, students and parents.</li> <li>➤ Acknowledge cohorts and students who achieve above school target short term -weekly, long term parades.</li> <li>➤ Acknowledge at risk/case managed students when attendance targets have been achieved.</li> <li>➤ Closing the gap between attendance of indigenous and non-indigenous students.</li> </ul>


## 2019 EXPLICIT IMPROVEMENT AGENDA

# Writing

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Yr. 7 & 9 NAPLAN  
 Writing  
 5% Increase in NMS  
 2% Increase in U2B



## Our school at a glance

### School profile

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

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	305	315	355
Girls	142	141	174
Boys	163	174	181
Indigenous	53	50	61
Enrolment continuity (Feb. – Nov.)	84%	87%	87%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

### Characteristics of the student body

#### Overview

The student body of Blackwater State High School is reflective of the changing demographic of the Central Queensland Region. Our student enrolments experience growth and decline which in the majority of cases are reflective of the mining and resources industries.

The great school culture at Blackwater State High School is predicated on the diversity of its school population. Tolerance of others and an appreciation of the difference in others has contributed wonderfully to the school culture where students from many different cultures and religions are welcomed into our school. The student body is made up of students who have a range of socio-economic backgrounds, family situations and a diverse student body that includes ATSI students, students from a language background other than English and students with special needs.

## 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	17	18	19
Year 11 – Year 12	16	16	15

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

#### ***JUNIOR SCHOOL CURRICULUM – Years 7-9***

Blackwater State High School with its cluster schools – Blackwater State School, Blackwater North State School, Bluff State School, Dingo State School and Daringa State School - offers a distinctive and co-ordinated approach for junior secondary schooling. To further assist the transition of Year 6 students into the high school setting, Blackwater State High School also offers a transition program that runs throughout the school year. All students study the Australian Curriculum in Years 7, 8 & 9 for English, Maths, Science, History, Geography and Health and Physical Education. Students also rotate through term and/or semester based subjects in a variety of disciplines such as Manual Arts, Art, Home Economics, Digital Technologies, Business, Music and Japanese.

#### ***SENIOR SCHOOL CURRICULUM- Years 10-12***

Year 10 at Blackwater State High School is designed as a preparation year for the Senior Phase of Learning and is a transition year into the final years of schooling - Year 11 & 12. Year 10 students study the Australian Curriculum for English, Science, Maths, History and Health and Physical Education.

Elective Subjects include: Home Economics, Industrial Skills (Certificate 1 in Manufacturing Pathways), Business (Certificate 1 in Business), Introductory Accounting, Performing Arts (Music and Drama) and Visual Art.

Blackwater SHS offers an extensive range of subjects for senior students. The aim of our range of subjects is to provide a meaningful course of study that will suit the different needs of students undertaking senior studies at Blackwater SHS.

QCAA Authority subjects - These subjects are used in the calculation of the Overall Position for tertiary entrance and are recorded on the Student Education Profile. To receive an Overall Position for tertiary entrance a student must study five QCAA Authority subjects from Accounting, Art, Biological Science, Chemistry, English, Film, Television and New Media, Geography, Home Economics, Mathematics A, Mathematics B, Modern History, Music, Physical Education, Physics.

QCAA Authority Registered subjects / Study Area Specification subjects – These subjects, approved by the QCAA, are offered state wide in Queensland secondary schools or colleges and have vocational education components. They are recorded on the Student Education Profile. These subjects may also receive national industry accreditation. English Communication, Hospitality Practices, Visual Arts in Practice, Recreation Studies and Prevocational Mathematics.

QMEA based QCAA Approved Subject QSMART-QMEA Science and Maths and Related Technologies Courses 1 and 2: this subject, written by the Queensland Minerals and Energy Academy partnered with industry, is designed to study science and maths in trade contexts. It is approved by the QCAA to count

towards the Queensland Certificate of Education (QCE). QSMART consists of a Preparatory Course One and the Enrichment Course Two. Each course also counts toward the numeracy requirement of the QCE. OP Academic Program; this program is for students who are on a pathway for university entrance. They are engaged in study skills and Core Skills Test skills. This aims at giving the students the best possible skills to be able to achieve their desired OP and gain entry into university.

*Vocational Education and Training Certificates* are also offered at Blackwater State High School. The school is a registered training organisation (RTO). These subjects may also receive national industry accreditation. Certificates offered are: Certificate II in Business, Certificate II in Engineering Pathways, Certificate II in Furniture Making Pathways and Certificate II in Information, Digital Media and Technology. In addition, all students at Blackwater State High School study the Certificate II in Skills for Work and Vocational Pathways. This course also counts towards both the Literacy and Numeracy requirement of the QCE. Students in Year 11 also study the Certificate II in Active Volunteering which requires them to demonstrate the ability to work with diverse people and conduct 30 hours of volunteering placement in the community.

***School Based Traineeships and Apprenticeships (SBT)*** are also offered to our senior students in Years 10-12 who undertake part-time employment whilst completing their senior schooling. This provides the students with hands on industry experience, and the ability to work towards or complete a nationally recognised qualification, whilst they complete their Queensland Certificate of Education. This program continues to have strong outcomes for our students to transition post schooling into employment or further studies with the qualifications and certificates they achieve in senior schooling.

In 2018, Blackwater State High School had twelve in total, eight School Based Traineeships and four School Based Apprenticeships in students' chosen career paths.

MRAEL in partnership with Jellinbah Mining Pty Ltd continued to support us by employing a Trainee in Business Administration. Local businesses in the community also employed School Based Apprentices in the Mechanical Trade, Retail Butcher and Hairdressing. One of our local Mining Accommodation Camps – Village on Blain employed an apprentice in the Hospitality Industry to complete a Certificate III in Commercial Cookery.

C&K Blackwater Childcare Centre in partnership with C&K College of Early Childhood offered School Based Traineeships to four of our senior students who completed a Certificate III in Early Childhood Education and Care.

Other local businesses – Subway and the Dingo Roadhouse co-hosted two of our special needs students in partnership with Youth Connections Group Pty Ltd to complete a Certificate II in Hospitality.

New to Blackwater State High School in 2018, the local Pharmacy signed up a School Based Trainee to complete a Certificate II in Community Pharmacy.

This program continues to have strong outcomes for our students to transition post schooling into employment or further students with the qualifications and certificates they achieved in senior schooling.

***Partnerships with Other Training Organisations-*** Students at Blackwater State High School also have the opportunity to study other Authority, SAS and VET subjects through other training organisations. In 2018, students studied Legal Studies and Information Processing and Technology through the Brisbane School of Distance Education. Students also enrolled in the Central Queensland University to study Certificate IV in Crime and Justice Studies, and the Emerald Agricultural College to study the Certificate II in Rural Operations.

### ***Central Queensland University Start University Now 'SUN'***

In 2018 students from Blackwater State High School enrolled in a program offered by the Central Queensland University called 'Start University Now' (SUN) which allowed them the opportunity to enrol in a range of university subjects whilst at high school. Students who are accepted into this program and complete the enrolled course at a satisfactory level are guaranteed a position at CQU in a course of their choosing at the completion of Year 12. This is a great opportunity for our students wanting a head start on their tertiary education.

### **Co-curricular activities**

Blackwater State High School maintains a commitment to provide opportunities for students beyond the classroom. The school is seen as a vibrant hub for the Blackwater community, with our students and staff



engaging in a wide range of community based activities. There were many opportunities available to students of Blackwater State High School outside their regular curriculum studies.

These included:

- Biannual **USA NASA-Space Camp Tour**
- **Instrumental music** program with Symphonic and Ukulele Groups.
- **Public speaking** competitions including Regional Youth Forum.
- **Academic Competitions:** Australian English, Mathematics, Science and Chemistry competitions including ICAS.
- Annual Blackwater **Art Exhibition and Competition.**
- **NAIDOC** Week celebrations.
- Annual entry into the **Human Powered Vehicles** 24 hour endurance race. Students design, build and race their own vehicle in Maryborough.
- As part of the **Queensland Minerals and Energy Academy (QMEA)** students competed in the Hands Skills Challenge (Engineering), Toolkit for Schools, Energy for the Future, MINT Camp and Beakers:Bots:Build.
- Multiple opportunities to participate in camps and in the Career Expo.
- Students regularly represent the Central Highlands, Central Queensland and Queensland regions in various sporting activities organised through the **Queensland Secondary State Schools Sports Association.**
- School teams compete annually at the **All Schools Touch Competition.**
- Students competed in the **School Swimming, Athletics and Cross Country Competitions.**

### **BMA Blackwater Mine- Gap Year**

Blackwater State High School partners with BMA with an exclusive program that is only available to students from Blackwater State High School. A Gap Year at BMA Blackwater Mine is an industry leading program creating the benchmark for the mining industry by creating pathways for students from a wide variety of diverse backgrounds into the mining sector. Blackwater State High School students were accepted into the eleven month paid program which will provide them with the opportunity to experience what the mining industry has to offer and will allow each participant to be exposed to as many fields as possible on the mine site itself.

### **How information and communication technologies are used to assist learning**

Blackwater State High School has a strong ICT focus with the necessary hardware, software and skilled staff to integrate Information and Communication Technologies into all curriculum areas in place. Wireless access to the school network and internet is available throughout the school. All teachers have access to their own laptop computer and classroom data projector or interactive whiteboards are now available in the majority of classrooms at Blackwater State High School and provide students with an exciting and modern mode of lesson delivery.

Within the school the development of student ICT skills is supported through access to various computer labs catering to whole class and small group activities as well as having access to computers within the classroom through pods of laptop computers, iPads and classroom desktops. All students from year 7 – 12 have the opportunity to obtain their own laptop that they may rent from the school.

ICT's are integrated across all Key Learning Area's in everyday curriculum delivery. Laptops are readily accessed by students to enhance the learning experience. The take home laptop program for all students in Year 7 – 12 (Year 7 by application only) has allowed the classroom to be taken in the home with greater learning experiences available to the students. Online learning environments have been established by several classes engaging students in a new digital learning environment.

The computer to student ratio is 1:1

- Student take-home laptop program Yrs. 7 – 12 (Year 7 by application only)
- 155 computers organised into six [6] classroom laboratories (1 laboratory has been updated in the last 12 months)
- 6 x Twenty-four [24] laptop PODs are available in the Science Laboratories & General Teaching areas
- 40 x Touchscreen Tablets
- Interactive Whiteboards in 95% of all classrooms
- Data Projectors in 100% of all classrooms
- 1 x 5 iPad Set available for classroom use
- 1x classroom set iPad's utilised by the SEU/Foundation classes
- The Resource Centre also provides access to Clickview (videos, films etc)
- Digital Cameras and videos
- All students and staff have access to internet and e-mail facilities.
- Access to online schooling for subjects such as Distance Education and TAFE courses
- The use of ICTs is integrated into all subjects in all year levels to support learning experiences
- Science student's access digital Microscope technology and Art students have access to Photoshop & Movie Maker
- Specialist computer subjects are offered from Years 7 – 12
- In 2018, the school purchased 3D Printers, Lego Mindstorm Robots, Oz Bots, Raspebrry Pis and other materials supporting STEM for classrooms.

Students are able to access computers daily through the Resource Centre or through organised lunchtime arrangements.

## Social climate

### Overview

Blackwater State High School has a climate that is supportive of learning and learners. Students encourage each other to achieve. The School's Code of Behaviour is seen as the platform for our School Culture which is built on the schools vision and values and places a strong emphasis on our four core values:

- SAFETY
- RESPECT
- RESPONSIBILITY
- EFFORT

Blackwater State High School is committed to School Wide Positive Behaviour for Learning, quality teaching, and inclusive programs, policies and procedures. We have a strong focus on social development with opportunities provided at regular intervals to specifically target these areas.

The school has a strong anti-bullying culture that is reinforced through our School Wide Positive Behaviour Program. This is supported through classroom programs and school support staff including school Guidance Officer, Chaplain, Youth Health Nurse and Community Education Counsellor.

The school values of Safety, Respect, Responsibility and Effort are regularly reinforced throughout every facet of the school environment. The school is committed to providing quality learning opportunities that enable all students to achieve within a safe, supportive and disciplined learning environment. At Blackwater State High School all members accept their responsibility to promote positive relationships and to prevent bullying, we promote effective social skills and utilise proactive programs to assist us in this goal.

## 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)	94%	91%	100%
• this is a good school (S2035)	89%	87%	100%
• their child likes being at this school* (S2001)	83%	96%	96%
• their child feels safe at this school* (S2002)	89%	100%	96%
• their child's learning needs are being met at this school* (S2003)	89%	87%	96%
• their child is making good progress at this school* (S2004)	94%	91%	96%
• teachers at this school expect their child to do his or her best* (S2005)	94%	100%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	87%	100%
• teachers at this school motivate their child to learn* (S2007)	94%	91%	96%
• teachers at this school treat students fairly* (S2008)	78%	83%	96%
• they can talk to their child's teachers about their concerns* (S2009)	94%	100%	96%
• this school works with them to support their child's learning* (S2010)	89%	91%	96%
• this school takes parents' opinions seriously* (S2011)	89%	91%	96%
• student behaviour is well managed at this school* (S2012)	82%	87%	96%
• this school looks for ways to improve* (S2013)	83%	91%	100%
• this school is well maintained* (S2014)	82%	91%	100%

\* 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)	86%	92%	85%
• they like being at their school* (S2036)	81%	73%	79%
• they feel safe at their school* (S2037)	84%	71%	89%
• their teachers motivate them to learn* (S2038)	87%	93%	89%
• their teachers expect them to do their best* (S2039)	95%	94%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	91%	83%
• teachers treat students fairly at their school* (S2041)	73%	75%	69%
• they can talk to their teachers about their concerns* (S2042)	69%	64%	72%
• their school takes students' opinions seriously* (S2043)	65%	59%	64%
• student behaviour is well managed at their school* (S2044)	62%	53%	52%
• their school looks for ways to improve* (S2045)	80%	85%	92%
• their school is well maintained* (S2046)	86%	75%	86%
• their school gives them opportunities to do interesting things* (S2047)	83%	80%	83%

Percentage of students who agree# that:	2016	2017	2018
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\* 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)	100%	100%	97%
• they feel that their school is a safe place in which to work (S2070)	95%	96%	100%
• they receive useful feedback about their work at their school (S2071)	95%	91%	97%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	86%	96%
• students are encouraged to do their best at their school (S2072)	93%	100%	97%
• students are treated fairly at their school (S2073)	93%	91%	92%
• student behaviour is well managed at their school (S2074)	82%	82%	78%
• staff are well supported at their school (S2075)	95%	89%	87%
• their school takes staff opinions seriously (S2076)	86%	84%	87%
• their school looks for ways to improve (S2077)	93%	100%	92%
• their school is well maintained (S2078)	75%	89%	89%
• their school gives them opportunities to do interesting things (S2079)	93%	91%	95%

\* 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

Many Blackwater State High School parents generously volunteer their time to participate in the life of the school whether it be assisting in the classroom, fundraising events, being a member of the P&C, helping on excursions, classroom activities or just supporting the school.

Blackwater State High School has a website and Facebook page where school activities are regularly celebrated. The school website and Facebook page features information that allows parents the opportunity to know what is happening in the school. A school newsletter is produced each month and emailed to parents.

An active P&C Association meets monthly on the second Monday of each month at 4:00pm. Parents are encouraged to play an active and supporting role in the life of the school. Communication processes are important in assisting the development of this significant partnership. Parents are also strongly encouraged to attend the numerous parent information evenings. As Blackwater State High School reports four times per year at term junctures. Twice a year the teachers offer "official" parent teacher interview opportunities to discuss student progress but parents take advantage of our teacher's invitations to regularly have less formal conversations about their student's learning

Communication through email and text messaging also is used at the school to keep parents up to date on school events and activities. We encourage all teachers to communicate with parents on a regular basis and offer multiple ways to engage in parent/teacher conferencing.

As part of the Senior Schooling Transitions, parents are given the opportunity to meet with the Senior School Head of Department or administration members to discuss their students Senior Education Training Plan.

This meeting is conducted in Term 3 each year. Parents are also kept in regular contact and encouraged to meet on an ongoing needs by need basis with the school to discuss their child's progress.

Parents can also become involved in the extra curricular activities that our school provides, such as being involved with sporting teams, annual Art Exhibition and attending school camps as parent helpers.

Parent Information sessions are also held throughout the year to help inform parents of procedures and expectations for all students, including students that may require intervention or extension within the curriculum guidelines. Personalised meetings are held to ensure that parents/guardians are informed of specific processes in order for their child/ren to access the curriculum appropriately. Within these meetings, access to all relevant stakeholders, including the Allied Services, is provided to ensure a full understanding of the support processes within Blackwater State High School.

### Respectful relationships education programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships. In Years 7-10, the Respectful relationships education program is delivered through HPE. In the senior school, the program is delivered by guest presenters and support staff across the year.

Blackwater State High School's Student Support Services team (Year Coordinators, Guidance Officer, Chaplain, Nurse, Youth Support Coordinator and Community Education Counsellor) coordinate a number of initiatives that address appropriate, respectful and healthy relationships. Some of these initiatives/programs are focused on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe.

### 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	132	135	185
Long suspensions – 11 to 20 days	6	0	1
Exclusions	1	0	0
Cancellations of enrolment	0	0	0

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

Efforts have been made in 2018 to reduce our school's environmental footprint. Data regarding electricity, paper and water usage is analysed by the administration team and in some instances shared with the staff. Blackwater State High School is part of the Solar Schools Program with solar panels installed in the school. As the school moved to a more digital landscape, paper usage and photocopying was significantly reduced across the school. One example of this is the school produces newsletters in electronic form rather than paper based copies. During 2018 the school P&C registered to be part of the recycling program for cans and plastics.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	258,585	289,005	209,615
Water (kL)	27,272	10,555	7,309

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.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three filter dropdown menus: 'School sector', 'School type', and 'State'.

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

The screenshot shows a single button labeled 'View School Profile'.

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

The screenshot shows a navigation menu with several options: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'Finances' option is highlighted with a dark background.

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	35	22	<5
Full-time equivalents	34	16	<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
Masters	2
Graduate Diploma etc.*	2
Bachelor degree	31
Diploma	0
Certificate	0

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

### Professional development

#### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$14 000.

The major professional development initiatives are as follows:

- Workshops / Seminars: A range of workshops and seminars covering a broad range of topics
- Accredited Training: A range of accredited training courses
- Meetings: Internal and external meetings for staff (**not** including regular staff meetings) including planning and moderation
- Conferences: Regional, State and National conferences
- Lesson observations, pedagogical coaching & classroom profiling
- Mentoring

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

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 76% of staff were retained by the school for the entire 2018.

## Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	88%	90%	89%
Attendance rate for Indigenous** students at this school	79%	84%	85%

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

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

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

Year level	2016	2017	2018
Year 7	91%	93%	90%
Year 8	88%	90%	90%
Year 9	88%	90%	88%
Year 10	88%	89%	87%
Year 11	86%	88%	88%
Year 12	86%	91%	90%

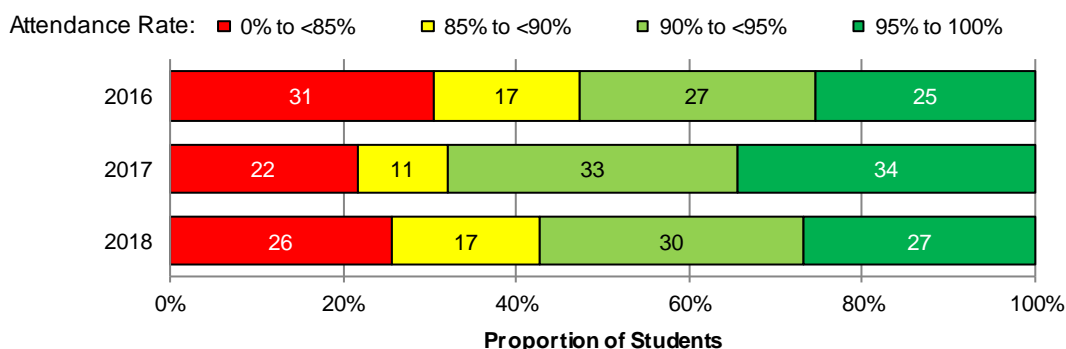
Notes:

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.

Blackwater State High School expects students are to be in fulltime attendance at school every day during the school year. Consistent attendance at school is a significant factor in achieving better academic and social outcomes. New concepts and skills are taught and reinforced each day by the teachers. If students miss the introduction or the reinforcement of these concepts and skills, they are likely to have gaps in their learning.

Research shows that regular attendance is integral to successful academic, employment and social outcomes. Accordingly, it is important that students, staff and parents/carers have a shared understanding of the importance of regular student attendance. Students are encouraged to know and self-monitor their own attendance rate in conjunction with their Year Level Coordinators.

There are processes and support in place for students who have difficulty attending school. The attendance of every student is monitored and the data is analysed on a daily basis. Year Level Coordinators and the Administration team work together to track attendance. A phone call by the Attendance Officer is also made to parents/guardians when their child shows patterns of unexplained absences. The Student Services Support Team (Guidance Officer, Chaplain, School Nurse, Heads of Department: Junior and Senior and Deputy Principal) works extremely hard to follow up on long term absences and encourage students the importance of 'Every Day Counts'. Proactive measures are also taken to encourage attendance at school every day.

Teachers mark all class rolls electronically on IDAttend. SMS are sent to parents of students who are not marked present in the morning. Parents are notified when a student has a low attendance rate and students with extremely low attendance rates are case managed by the student services team and the Deputy Principal.

## 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.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

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

View School Profile

4. Click on '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 the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	30	46	48
Number of students awarded a QCIA	1	2	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	29	44	46
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	10	13	10
Percentage of Indigenous students who received an OP	20%	40%	25%
Number of students awarded one or more VET qualifications (including SAT)	29	44	47
Number of students awarded a VET Certificate II or above	29	44	46
Number of students who were completing/continuing a SAT	4	4	11
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	80%	77%	80%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	97%	96%	98%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Description	2016	2017	2018
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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	1	0	0
6-10	2	2	3
11-15	5	8	5
16-20	2	3	2
21-25	0	0	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	16	27	29
Certificate II	29	44	46
Certificate III or above	0	0	5

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).

**Certificate I**

Business  
Manufacturing Pathways

**Certificate II**

Active Volunteering  
Business  
Engineering Pathways  
Furniture Making  
Hospitality  
Information, Digital Media & Technology  
Rural Operations  
Skills for Work and Vocational Pathways  
Self-Awareness

**Certificate III**

Commercial Cookery  
Early Childhood Education and Care

**Certificate IV**

Crime and Justice

## 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	69%	77%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	86%	88%	67%

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.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are very important to us as a school. We endeavour to assist early leavers into work, further training or study options. We are pleased that almost every student who left school prior to completing Year 12 left for work, training, another school or study option. Our early leavers move into work, apprenticeships, traineeships, specific programs and TAFE to complete their Senior Studies, combined with a Certificate qualification. If students leave school prior to the completion of Year 12, our Youth Support Coordinator remains in contact with that student linking them with the workforce or other learning institutions.

### 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.blackwatershs.eq.edu.au> About Us → School Report → Next Step Report 2018

## Conclusion

Blackwater State High School aims to provide, through the delivery of a meaningful curriculum and effective teaching, a structured, supportive and caring environment within which each individual student is given the opportunity to develop intellectually, physically, personally and socially in order to meet the needs of their chosen pathway to succeed in the future.

At Blackwater State High School, students have every opportunity to achieve outstanding academic results while being involved in a range of additional activities and community events that enhance their overall well-being. Our specialised programs for gifted and talented students, students with disabilities and students with a range of learning needs means that all students can strive to do their very best.

