



Blackwater State High School

School annual report

Queensland state school reporting

2020



School overview

Blackwater State High School is a school engaged in creating bright 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.

Blackwater State High School has been actively leading Reconciliation between Indigenous and Non-indigenous Australia in our educational setting, particularly working closely with local first nations elders and community members. We are currently developing a Reconciliation Action Plan as a framework to publicly articulate to the wider community our vision and goals for Reconciliation in our school and the Blackwater community.

Our success at Blackwater State High School 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, including the BHP Bright Minds Partnership which covers both STEM development and senior outcomes. 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.

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School context

Coeducational or single sex Coeducational

Independent Public School No

Year levels offered in 2020 Year 7 – Year 12

Webpages Additional information about Queensland state schools is located on the:

- [My School](#) website
- [Queensland Government data](#) website
- Queensland Government [schools directory](#) website.

Characteristics of the student body

Student enrolments

Table 1: Student enrolments by year level

Year Level	February			August		
	2018	2019	2020	2018	2019	2020
Year 7	83	72	61	82	70	62
Year 8	65	78	62	65	80	64
Year 9	57	70	82	58	65	83
Year 10	58	51	66	57	52	62
Year 11	47	55	50	45	42	44
Year 12	49	42	43	48	36	38
Total	359	368	364	355	345	353

Notes

1. Student counts include headcount of all full- and part-time students at the school.

Average class sizes

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

Year Levels	2018	2019	2020
Year 7 – Year 10	19	19	20
Year 11 – Year 12	15	13	14

Notes

1. Classes are measured against the target of 25 students per teacher in Prep to Year 3 and Years 11 to 12, and target of 28 students per teacher in Years 4 to 10. Where composite classes exist across cohorts (e.g. Year 3/4) the class size targets would be the lower cohort target.

Social climate

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys. In response to the COVID-19 pandemic, the annual school opinion surveys of students, teachers and staff were not administered in 2020.

For state level information go to the [School Opinion Survey webpage](#).

Table 3: Parent/Caregiver Survey

Percentage of parents/caregivers who agree ¹ that:	2018	2019	2020
My child is getting a good education at this school.	100.0%	89.5%	
This is a good school.	100.0%	78.9%	
My child likes being at this school. ²	96.0%	73.7%	
My child feels safe at this school. ²	96.0%	73.7%	
My child's learning needs are being met at this school. ²	96.0%	89.5%	
My child is making good progress at this school. ²	96.0%	89.5%	
Teachers at this school expect my child to do his or her best. ²	100.0%	89.5%	
Teachers at this school provide my child with useful feedback about his or her school work. ²	100.0%	89.5%	
Teachers at this school motivate my child to learn. ²	96.0%	84.2%	
Teachers at this school treat students fairly. ²	96.0%	78.9%	
I can talk to my child's teachers about my concerns. ²	96.0%	89.5%	
This school works with me to support my child's learning. ²	96.0%	78.9%	
This school takes parents' opinions seriously. ²	96.0%	82.4%	
Student behaviour is well managed at this school. ²	96.0%	55.6%	
This school looks for ways to improve. ²	100.0%	82.4%	
This school is well maintained. ²	100.0%	83.3%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed parents/caregiver items.
3. DW = Data withheld to ensure confidentiality.

Table 4: Student Survey

Percentage of students who agree ¹ that:	2018	2019	2020
I am getting a good education at my school.	84.7%	87.9%	
I like being at my school. ²	79.2%	75.8%	
I feel safe at my school. ²	88.9%	76.6%	
My teachers motivate me to learn. ²	88.9%	86.3%	
My teachers expect me to do my best. ²	95.8%	95.1%	
My teachers provide me with useful feedback about my school work. ²	83.3%	82.9%	
Teachers at my school treat students fairly. ²	69.4%	66.1%	
I can talk to my teachers about my concerns. ²	71.8%	64.8%	
My school takes students' opinions seriously. ²	63.9%	66.4%	
Student behaviour is well managed at my school. ²	52.1%	42.7%	
My school looks for ways to improve. ²	91.7%	84.6%	
My school is well maintained. ²	86.1%	71.0%	
My school gives me opportunities to do interesting things. ²	83.1%	70.7%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. Nationally agreed student items.
3. DW = Data withheld to ensure confidentiality.

Table 5: Staff Survey

Percentage of staff who agree ¹ that:	2018	2019	2020
I enjoy working at this school.	97.4%	78.6%	
I feel this school is a safe place in which to work.	100.0%	81.0%	
I receive useful feedback about my work at this school.	97.4%	81.0%	
I feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas.	96.3%	78.6%	
Students are treated fairly at this school.	91.9%	78.0%	
Student behaviour is well managed at this school.	78.4%	58.5%	
Staff are well supported at this school.	86.8%	61.0%	
This school takes staff opinions seriously.	86.8%	53.7%	
This school looks for ways to improve.	92.1%	76.2%	
This school is well maintained.	89.5%	81.0%	
This school gives me opportunities to do interesting things.	94.6%	75.6%	

Notes

1. *Agree* represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
2. DW = Data withheld to ensure confidentiality.

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 disciplinary absences

Table 6: Count of school disciplinary absences at this school

Type of school disciplinary absence	2018	2019	2020
Short Suspension	185	170	78
Long Suspension	1	5	2
Exclusion	0	2	0
Cancellation	0	2	0
Total	186	179	80

Notes

1. School disciplinary absence (SDA) data is a total of short suspensions (1–10 days), long suspensions (11–20 days), exclusions and cancellations.
2. The number of SDAs is not the number of students who received an SDA as one student may be suspended several times in a school year. Each time a student is suspended it is recorded as an additional SDA. The data does not reflect the outcomes of appeal decisions.
3. 2020 data was impacted by the COVID-19 health emergency. There were significantly fewer SDAs during the home-based learning period (the first five weeks of Term 2) compared to previous years.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardised 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.



The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus labeled 'School sector', 'School type', and 'State', followed by a magnifying glass search icon.

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



A rectangular button with a thin border and the text 'View School Profile' centered inside.

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



The screenshot shows a horizontal navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted with a white background), 'VET in schools', 'Senior secondary', and 'Schools map'.

Staff profile

Teacher standards and qualifications

The *Teacher registration eligibility requirements: Policy* (p.1) states:

To be eligible for registration, a person must satisfy the Queensland College of Teachers (QCT) that they meet requirements regarding qualification and experience, or have otherwise met the requirements of the *Australian Professional Standards for Teachers* (APST). A person must also satisfy the QCT that they are suitable to teach and meet English language proficiency requirements. All these requirements are specified in the Act and the *Education (Queensland College of Teachers) Regulation 2005* (the Regulation).

The qualifications required for teacher registration are successful completion of 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 link:

- <https://www.qct.edu.au/registration/qualifications>

Workforce composition

Staff composition, including Indigenous staff

Table 7: Workforce composition for this school

Description	Teaching staff			Non-teaching staff			Indigenous staff		
	2018	2019	2020	2018	2019	2020	2018	2019	2020
Headcount	35	34	34	22	22	23	<5	<5	<5
FTE	34	33	34	16	16	17	<5	<5	<5

Notes

1. Teaching staff includes school leaders.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. FTE = full-time equivalent

Student performance

Key student outcomes

Student attendance

Tables 8–9 show attendance rates at this school as percentages. In 2020, the COVID-19 health emergency affected student attendance in Queensland Government schools. Comparisons between 2020 and previous years' attendance data should not be made.

Table 8: Overall student attendance at this school

Description	2018	2019	2020
Overall attendance rate for students at this school	89%	87%	88%

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.

Table 9: Student attendance rates for each year level at this school

Year Level	2018	2019	2020
Year 7	90%	89%	89%
Year 8	90%	89%	89%
Year 9	88%	86%	87%
Year 10	87%	84%	89%
Year 11	88%	83%	86%
Year 12	90%	87%	86%
Ungraded			DW

Notes

1. The student attendance rate is based on Semester 1 each year and 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.
2. Full-time students only.
3. DW = Data withheld to ensure confidentiality

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.



A screenshot of the My School search interface. It features a search bar on the left with the placeholder text "Search by school name or suburb". To the right of the search bar are three dropdown menus labeled "School sector", "School type", and "State". A magnifying glass icon is positioned to the right of the "State" dropdown.

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



4. Click on *NAPLAN* and select a year to view school NAPLAN information.



Notes

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Details about the types of outcomes for students who finish Year 12 are available in the annual Queensland Curriculum and Assessment Authority (QCAA) [Year 12 Certification Summary](#).

Year 12 outcomes information are also available via the [My School](#) website.

Additional information about the Australian Qualifications Framework (AQF) and the International Baccalaureate Diploma (IBD) program is available at www.aqf.edu.au and www.ibo.org.

Table 10: Year 12 Outcomes

Outcome	2018	2019	2020
Number of students who received a Senior Statement at the end of Year 12	48	30	37
Number of students awarded a Qld Certificate of Individual Achievement (QCIA)	2	3	2
Percentage of students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12	100%	100%	100%
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	98%	97%	100%
Number of students awarded one or more VET qualifications (including SAT)	47	29	37
Number of students who were completing/continuing a SAT	11	4	4
Number of students awarded a VET Certificate I	29	20	32
Number of students awarded a VET Certificate II	46	29	36
Number of students awarded a VET Certificate II+	46	29	36
Number of students awarded a VET Certificate III+	5	0	0

Notes

1. The 2020 cohort was the first to complete Year 12 under the new senior assessment and tertiary entrance system. The new system has redeveloped senior syllabuses, strengthened school-based assessment, introduced a common external assessment in each senior General subject area and General (extension) and replaced the OP rank with the Australian Tertiary Admission Rank (ATAR). This represents a break in time-series for the Queensland Certificate of Education.
2. ATARs are calculated by Queensland Tertiary Admissions Centre (QTAC). ATAR data is not held by the department.
3. Prior to 2020, visa students (students who are not Australian citizens or permanent residents of Australia) were excluded. From 2020 visa students are included.

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

Schools work closely with a range of external agencies to support students who left school early.

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 2021 *Next Step* post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2020), will be uploaded to this school's website in September 2021.

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://blackwatershs.eq.edu.au>.

Post-school destinations information is also available via the [My School](#) website.