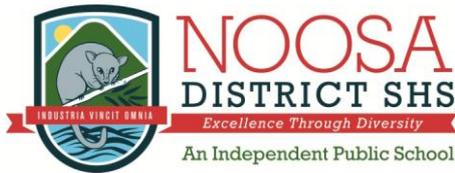


Noosa District State High School

Queensland State School Reporting

2013 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Principal's foreword

Introduction

This annual report contains student and staff outcome data for the 2013 school year.

Noosa District State High School is a student-centred learning community, which fosters care and compassion. We aspire to be aware of others and their cultures, accept diversity within a democratic society, and acknowledge and enjoy the rights and privileges of Australian Citizenship. These aspirations are reflected in the three core values which underpin the school philosophy:

- **Be Responsible:** be accountable for your own actions, resolve differences in constructive, non-aggressive and peaceful ways, contribute to society and to civic life, take care of the environment.
- **Be Respectful:** treat self and others with consideration and regard, respect another person's point of view.
- **Be an Active Learner:** seek to accomplish individual excellence, reach worthy and admirable goals through participation in academic, community and sporting pursuits.

Our strength lies in our vibrant multi-campus educational community. The campuses at Cooroy and Pomona enable all of our students to engage in a broad range of educational experiences in the pursuit of "Excellence through Diversity". We are also blessed with a very highly qualified, talented and resourceful teaching staff, who work together to develop valuable and interesting learning opportunities for our students.

In the Junior Secondary phase, our students study a course including English, Mathematics, Science, SOSE, LOTE (Japanese and French), Technology (Industrial Skills, Life Technology, Business, Agriculture), The Arts (Visual Art, Dance, Drama, Music) and Health & Physical Education.

Students and parents are invited to nominate themed core classes that suit the particular student strengths and needs

- *Summit classes* – academic focus with an emphasis on extension activities designed to deepen understanding
- *Cultural classes* – opportunity for "arts" oriented students to group, and for teaching to emphasise a pedagogy designed around performance and creativity – students can choose more elective subjects in "the Arts".
- *General classes* – all round courses that emphasise consolidation of strong basic numeracy and literacy, with a broad range of experiences and electives offered

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- *Focus classes* – an overt emphasis on ensuring basic skills are taught and learned well, whilst delivering electives in a more concrete and directed way

In the Senior Phase students are able to launch from this platform into diverse academic and vocational pathways. Senior students are also further encouraged through a range of programs and initiatives to develop high ideals and a sense of community service.

We are a school that “cares” with a rich Special Education program catering for a large number of students with disability. Other students with particular needs are also supported to achieve their full potential and gifted students are encouraged to extend themselves.

We offer a rich variety of support programs designed to facilitate teamwork and encourage individual development of all students, including work placement, work experience, structured work place learning, personal development courses, Duke of Edinburgh program at Bronze, Silver and Gold level and other Life Coaching courses to suit student needs.

Our school has forged close alliances with youth support agencies such as United Synergies to enable our ‘at risk’ students to follow alternate pathways to active and informed citizenship. Our Chaplain, School Based Youth Health Nurse, Year Level coordinators and Youth Coordinator also play significant roles in the delivery of proactive programmes addressing individual needs.

We also have a whole school program called “Planning for Excellence” that engages every student in setting personal improvement targets at the end of each reporting period. This report outlines our 2013 progress towards individual excellence for every learner.

School progress towards its goals in 2013

In 2013, the school celebrated our Golden Jubilee – 50 years of quality education to the communities we serve, from Noosa to the Hinterland. A spectacular birthday celebration was held on May 24th/25th which showcased the achievements of the school to date, the current talent within our staff and students and foreshadowed future plans and ambitions for further growth in curriculum offerings and student support.

The 2013 Implementation Plan (to follow) continued the focus on “Excellent Teaching for Excellent Learning” with an overt focus on embedding the guiding questions of the Art and Science of Teaching, (a pedagogical model for promoting more deep understanding and increasing effective teaching and learning). This work is gaining traction and is assisting teachers to reflect positively upon their craft, in collaboration with other teachers.

We continued to develop and devise strategies to improve student achievement in Literacy and Numeracy, through effective data analysis, focussed teaching, identifying learning gaps and addressing these, and increasing familiarisation with requirements of various genres and test protocols. A strategic alliance with “Mighty Minds” enabled focussed teaching of skills to our year 8 and 9 students in 2013.

The school expanded its 1:1 laptop program to all year 9 students in 2013, thus encouraging parent take up of this take home option for all students in years 9 to 12. This underpinned focussed professional development of teachers to increase their understanding and engagement with the new paradigm of teaching that enhances 21st Century fluencies in our students. Virtual Library lessons were written by our teachers, reflecting Australian Curriculum requirements, and are now shared with colleagues.

The new Australian Curriculum units in History were introduced in 2013. The educational reforms of “A Flying Start for Queensland” were also enacted at both campuses, especially moving towards defining and establishing our concept of Junior Secondary School education. Deeper understanding of adolescence now underwrites an overt focus upon the learning needs of year 8 students in 2013 (with a separated territory

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established for their core lessons very successfully). This will grow to years 7-9 by 2015.

In 2013, we continued to build partnerships through the work of the newly revamped “School Council”, as part of our Independent Public School governance structures. We enjoyed more freedom to engage the local community and parents in rich conversations about the future structure, directions and priorities of our school as we entered our second 50 years of existence as a quality place of learning for all.

We continued to support our programs of excellence in Aviation, Formula One Engineering, Hospitality, Live Production, Farming, Cattle Showing, Sport (basketball, touch football, volleyball and soccer in particular), Australian Business Week, VINCIT week, Marine Education, Duke of Edinburgh, etc.

We kicked off our new Junior Summit program – working with local feeder primary schools to identify gifted students in years 5-7 to join a range of programs offered by our teachers to stretch their understanding in such fields as Science Agriculture, Digital Design and Multimedia, Performing Arts, Aerospace, F1 in Schools and Marine Science. This is a key component of our planning for Junior Secondary education, providing opportunities for academically able students to experience our school, staff and facilities whilst still at Primary school. This was a runaway success, with the program winning a Regional Showcase award for excellence.

In 2013, our core priorities were encapsulated in the acronym “MITCh”, focussing staff upon
 * Marketing * Innovation * Talent identification and development * Community partnerships. This easy to remember distillation of our core work for 2013 was successful in helping to engage all into a shared plan and vision for the future growth of our school.

Following is a more detailed report on achievements in 2013:

Noosa District State High School

2013 Annual Implementation Plan

Priority 1. Reading

1. Strategy: Develop teacher skills in regular use of data to inform teaching **ONGOING**
2. Strategy: Review data collection, benchmarks and targets **CONTINUING**
3. Strategy: Review and rewrite curriculum documents to embed Reading as a priority **DONE**

Priority 2. Writing

- Strategy: Develop writing exemplars at A, B and C standards for each year level **DONE**
 Strategy: Foreground the assessment in the planning process **AGREED & IMPLEMENTED**
 Strategy: Review and rewrite curriculum documents to embed Writing as a priority **DONE**

Priority 3. Core Priority - Student attendance and retention

Strategy: Build quality processes (e.g., SET planning) to track and support individual students through secondary programs

Junior Summit program - establish, consolidate and expand for 2014 **DONE**

Strategy: Build joint curriculum projects across schools and across our school to engage and extend students

1. Process of nomination by primary school teachers to lead to an invited group of 52 gifted and talented young students to engage with our teachers in one of a choice of seven learning projects in 2013. **JUNIOR SUMMIT PROGRAM REGIONAL SHOWCASE WINNER**
2. Build a cooperative Public Relations strategy with local schools, promoting the quality of state schooling. **DONE**

Strategy: Arrange for State High School senior leaders, including the principal, to be in feeder

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schools, to be known to students and available to meet parents

Identify community meeting opportunities to be involved with feeder schools. Visit feeder schools at the end of the year for graduations, etc. **DONE**

Priority 4. Numeracy

Strategy: Promote use of ICTs in teaching of Numeracy

Analysis of student knowledge and understanding gaps **PROJECT INITIATED**

Strategy: Implement classroom coaching and feedback for teachers **BEGUN**

Strategy: Identify and acquire appropriate diagnostic tools to inform intervention

Working with Regional PEA Numeracy, engage with regional project to administer testing to identify knowledge and understanding gaps. Teachers then micro-teach these skill deficiencies within their lessons **PROJECT HAS BEGUN**

Strategy: Develop teacher skills in regular use of data to inform teaching

NAPLAN results and school results can be analysed to classify the learner and hence lead to within class differentiated approaches. **TEACHERS ARE NOW ENGAGED**

Strategy: Review and rewrite curriculum documents to embed Numeracy as a Priority **DONE**

Priority 5. Core Priority - Student attainment

Strategy: Build joint curriculum projects with feeder primary schools to engage and extend students - eg Junior Summit program

Engage 52 bright young students in a range of enrichment activities led by Noosa District SHS staff. **JUNIOR SUMMIT PROGRAM REGIONAL SHOWCASE WINNER**

Strategy: Build quality processes (e.g. Planning for Excellence) to track and support individual students through secondary programs

Home group teachers discuss with parents, students the progress of each student and then set targets for the next term for improvement. Students then engage in feedback conversations with class teachers **ENACTED AND REFINED - ONGOING**

Build quality processes (e.g., SET planning) to track and support individual students through secondary programs **SUCCESSFUL SET PLANNING PROGRAM**

Strategy: Review school processes to support and raise expectations for attainment

Expectation that HODs and other curriculum leaders will interrogate student outcome data to inform future planning and the development of new strategies **OCCURRING**

Comparison with other schools with similar ICSEA values will confirm trend data and lead to focused conversation on improvement strategies when needed. **ONGOING**

Priority 6. Year 7 to high school transition and transition of students across other junctures

Strategy: Arrange leadership and transition programs for feeder primary school students coming to our larger high school

Review and enhancement of the current 5 step induction process - Input into feeder school processes **DONE**

Strategy: Provide comprehensive communication and information for parents **ONGOING**

Priority 6. Year 7 to high school transition and transition of students across other junctures

Strategy: Utilise Flying Start resources to position the school for a successful transition to Junior Secondary at Pomona campus from 2015

Community forums to explain benefits of proposes new two campus delivery model **CONDUCTED AFTER MINISTERIAL PERMISSION GAINED IN LATE 2013**

Priority 7. Strengthen productive partnerships with school community stakeholders

Strategy: Consult with the community on the achievement of improved student outcomes, targets,

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and strategic priorities

Share and discuss Education Queensland's priorities with the staff and community DONE

Strategy: Parent Information Evenings on aspects of the curriculum, or school planning, or ...

ICT and other core school initiatives to be explained to parent attendees at series of twilight information evenings TWO ICT EVENINGS, OTHER PARENT EVENINGS RUN

Strategy: Engage the community by bringing representatives into the school to give students 'real world' experience and examples.

Identification of local expertise to bring experience into the classrooms. Overt focus upon increasing the occurrence of such visits. HAPPENING – GOOD EXAMPLE IS AUSTRALIAN BUSINESS WEEK

Priority 8. High quality teaching practices

Strategy: Adopt / adapt / develop a research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice

Student Free Days Feb 2013 - first session. Professional learning afternoons to enlarge upon this work.

Focused literacy development lessons bought and used with year 8 students. DONE

Strategy: Facilitate peer observation and feedback ONGOING

Strategy: Build a culture of sharing and learning together

Provide opportunities for teachers to visit and observe schools / classrooms with similar contexts ONGOING

Facilitate peer observation and feedback ART AND SCIENCE OF TEACHING STRATEGIES USED

Priority 9. Workforce performance development and enhancement of Staff wellbeing

Strategy: Use the Developing Performance Framework as a tool to align teacher capability development with school priorities

Provide staff with professional reading about school improvement agenda DONE

Strategy: Deliberately foster and develop leadership capabilities of other staff members ONGOING

Priority 9. Workforce performance development and enhancement of Staff wellbeing

Strategy: Adopt / adapt / develop and embed a 'lesson observation' rubric

Look at the opportunity to include constructive and effective feedback advice and guidance ENACTED

Strategy: Organisational culture of the school is communicative and supportive of all staff

Facilitate opportunities for staff to engage in collegial interactions through a range of communication opportunities ENACTED AND ONGOING

ID Attend, Notices, Newsletters, Briefings ALL NOW PART OF PRACTISE

Priority 10. Quality assurance of school data driven improvement practices

Strategy: ARC QUT Research project "Ethical Leadership - Equity-driven evidence based school reform"

Critical friend approach to review current use and effectiveness of school data positively

impacting pedagogical approaches to improve student outcomes COMMENCED – PROJECTS DERIVED

Priority 11. High quality teaching practices

Strategy: BYOD options are canvassed and a preferred school approach is identified

Research of parent attitudes, equity issues, etc - in consultation with John Lockhart's research group. DONE – SCHOOL IS BYOX STATE TRIAL SCHOOL IN 2014

Strategy: External portal is established to enable parent engagement with curriculum and learning

DONE – VIRTUAL LIBRARY MOODLE PLATFORM ACCESS

Strategy: Grow and develop teacher eLearning capacity

Teaching staff have easy access for advice and skill development. ONGOING COMMITMENT

Swapping knowledge and material GROWING AND HAPPENING

Strategy: ASOT Learning Walks DONE

Priority 12. Review and refinement of learning delivery options across the two

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campuses in preparation for Flying Start reforms in 2015

Strategy: Ministerial permission for consultation is obtained and acted upon DONE

Discussions with Facilities have also occurred to gain support DONE

Priority 13. Core Priority - Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students

Strategy: Build quality processes to track and support individual students in ways that meet their needs

Reality check and consequent identified priorities for action PROGRAM DEVELOPED AND LED

Seek fresh ideas and best practice in attendance, retention and transition ONGOING

Priority 14. Maintain and enhance a diversity of curriculum offerings across Junior and Senior programs

Strategy: Introduce ACARA curriculum areas as required

History included in 2013 DONE

Strategy: Review school curriculum content and delivery planning timelines and timeframes regularly MAJOR REVIEW OF SCHOOL CURRICULUM IN JUNIOR SCHOOL

Strategy: Review of junior school lesson structures to enable diversity and delay of specialisation DONE

Priority 15. Establishing, refining and maintaining effective relationships with students

Strategy: Cyclical reviews of Responsible Behaviour Plan to include restorative practice principles and approaches

With restructuring the two campuses, there will be a need to differentiate RBP practices to suit each - opportunity to heighten our commitment to restorative practices. DONE

Strategy: Enhancing student voice in school direction and management

Try to identify more opportunities supported by development activities for students. UNDERTAKEN

Student voice at an authentic level would enhance decision making processes GOOD PROGRESS

Priority 16. Maintain and extend sustainable practices

Strategy: Identify, review and apply sustainable practices across school sites ONGOING

Priority 17. Enhance and extend school facilities

Strategy: Review and adjust Facilities Master plan annually AGREED NEW BUILDINGS POMONA

Priority 18. Independent Public School - develop clarity and structures to support autonomy, innovation and community engagement

Strategy: Reform an effective School Council

Equity of representation DONE – MET REGULARLY

Strategy: Identify opportunities for innovative approaches to how we do business

Improvements to efficiency and effectiveness sought ONGOING UNDERPINNING PRINCIPLE

Strategy: Engage with IPS agenda HAPPENING PRODUCTIVELY

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Future outlook

1. School improvement agenda recognises the major work needed in 2014 to prepare for major structural and educational renewal at Noosa District SHS, with the new model endorsed in late 2013:
 - All year 7 and year 8 students will attend the Pomona campus in 2015
 - New two storey teaching block to be built at Pomona in 2015
 - Realignment of Head of Department and DP responsibilities for 2015
 - Teaching staff implications (Semester 1) and Non- Teaching staff implications (Semester 2)
 - Curriculum design and alignment renewal to be undertaken in 2014 ready for 2015
 - Planning for the implications for the Cooroy campus – less student numbers, room use, etc
 - Use 2014 to engage with primary schools, community and students to share planning and options for 2015 school year – work through workforce issues and other preparation imperatives
2. As the state inaugural trial school for Bring Your Own device ICT option for students, 2014 will explore new infrastructure and network design to support this model. Engaging with parents and students during this trial, we will be in a good position to widen the school model in 2015 to all students.
3. Ongoing work with our QUT partners will focus upon the three action research projects to refine and evaluate the preferred learning style designed classes in Junior secondary classes, using school derived data.
4. Strengthening the IPS opportunities to innovate and trial new approaches to our business models, curriculum design and pedagogical approaches in 2014.
5. Renew overt focus on “Know Your Client” with teachers – explore how data management and use can enhance classroom relationships, along with good communication protocols.
6. Use ICT Programs such as “Turn It In” to enhance ability for structured and encouraging feedback to students to be enhanced and grown, to improve student learning outcomes.
7. Joint curriculum projects across schools and across school faculties – eg Instrumental music, school musical “Calamity Jane”, Australian Business Week, VINCIT week, etc.
8. Engage with the principles of Junior Secondary and the Flying Start agenda for year 7 students in 2015.
9. Cultural focus through overseas student trips planned for France and also for Vietnam, plus Ski Trip and growing inbound study tour visits by sister school in Japan and other schools in the Asian region.
10. Reimage and redesign of school presentation materials, including new logo and stationary, website image, etc.
11. Introduce ACARA Geography curriculum and prepare for HPE in 2015
12. Review and renew student leadership structures and opportunities at all levels of the school.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1303	621	682	93%
2012	1258	607	651	93%
2013	1202	586	616	93%

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

Characteristics of the student body:

Noosa District SHS caters for a diverse population of students with a mix from rural farming backgrounds through to urban beachside lifestyles. This mix is enriched with our links to sister schools overseas from whom we host study tours further widening the global understanding and acceptance of cultures. Our ICSEA score is slightly below 1000 (average) reflecting a range of family types that exist within our community..

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	22	21
Year 11 – Year 12	19	18	19

School Disciplinary Absences (SDA)

Note that the SDA figures below count those students recommended for a disciplinary absence, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	160	153	184
Long Suspensions - 6 to 20 days	14	9	8
Exclusions	3	2	3
Cancellations of Enrolment	11	1	6

Curriculum offerings

Our distinctive curriculum offerings :

Gateway School in Aerospace and Aviation (from 2010)

- Gateway School in Engineering and Manufacturing
- Marine Studies and Marine & Aquatic Practices
- Agriculture and Rural Operations
- Hospitality, Tourism and Child Care
- Live Performance, Theatre and Events (Live Production Cert 3 offered)
- Duke of Edinburgh Program – Bronze, Silver and Gold class groups
- S.W.A.N. program - Students With Additional Needs: Literacy, Numeracy and Duke of Edinburgh

Extra curricula activities

- VINCIT Week - (Vocational Investigations, Nurturing Civics, Initiating Teamwork) - targeted programs for each year level
- Australian Business Week (National Champion School 2009, Awards also in 2006 to 2008) All year 11 students engage in this weeklong business and leadership Enterprise Education program. The program develops understanding of the skills to generate individual and team success. Whilst building stronger teamwork amongst our year 11 students, this program is strongly supported by the community and businesses, with impressive sponsorship and mentor support.
- Our Agriculture program enables students to join our Award Winning Cattle Show Team
- Biennial Variety Show / Fashion Show / Musical and performance opportunities in Drama, Dance, Orchestra, Stage Band, Choir.
- Formula 1 and carbon dioxide Car Program – International Finalist in 2009 (2nd and 3rd), National Finalist (2010 and 2012) and State Award winners in 2012 (Engineering Challenge to design, build, race and market model formula one vehicles)

How Information and Communication Technologies are used to assist learning

Our school embraces the use of a range of digital technologies to enrich the curriculum delivery for all students. Desktop PCs, Laptops and iPod Touch technologies are utilised along with Smart boards and the departments' online learning environment to broaden the scope of the classroom. Our focus is on widening the digital pedagogies used by our teachers to enable digitally rich blended learning experiences for all students. The school is moving towards a mobile learning approach with all year 9 to 12 students having access to personal laptops in 2013. We are moving towards a "Bring Your Own Device" structure in 2014.

Social climate

Student care and welfare is a prime focus of Noosa District State High School. At the core of this support is the development of strong relationships. Our home group system enables students to travel through their five years with the same core group of students, teachers and year level coordinators – thus enabling the development of relationships that support both academic and social growth of our students.

Our school at a glance

Additional support is offered by staff members including: Guidance Officers, School Based Youth Health Nurse, School Chaplains, Client Services Heads of Department (Middle Phase, Senior Phase, Student Services and School Management), Faculty Heads of Department, Special Education and Support Staff.

Because our students come from a diverse range of social and economic backgrounds, we have a strong student support network that endorses and promotes socially just practices within a supportive school environment. This network provides a range of services including inter-agency support networks, career and personal development programs, resilience programs, life skills (Life Coaching) and transition programs to the workforce. The new program with Bunnings introduced in 2013 enabled 12 at risk students to learn a range of building skills whilst renovating a local Scout camp each week.

Our Support Services team focuses on providing students with a disability with a structured, caring environment offering appropriate challenges to all students. The focus is on personal development, which is scaffolded by the Duke of Edinburgh program, a highlight for all involved.

Student Council programs enrich the general school climate. Our student leaders work with administration and staff to deliver lunchtime sporting, civic and cultural enrichment programs for students.

Parent, student and staff satisfaction with the school

In 2013, the overall satisfaction level of parents and caregivers showed an improvement, with pleasingly high agreement with statements such as “this is a good school”, “my child likes being at this school” and “my child feels safe at this school”.

Student satisfaction levels also rose considerably in 2013, with similarly very high approval of the overall standard, expectations, level of support and enjoyment of the school.

Staff satisfaction levels are also good – pleasing to see that 91% agreed that the school looks for ways to improve, a key objective of the current administration. Giving staff useful feedback on their work is an area for future focus.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	75%	95%
this is a good school (S2035)	82%	89%
their child likes being at this school* (S2001)	87%	95%
their child feels safe at this school* (S2002)	88%	100%
their child's learning needs are being met at this school* (S2003)	77%	94%
their child is making good progress at this school* (S2004)	71%	90%
teachers at this school expect their child to do his or her best* (S2005)	83%	90%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	76%	70%
teachers at this school motivate their child to learn* (S2007)	70%	79%
teachers at this school treat students fairly* (S2008)	81%	75%
they can talk to their child's teachers about their concerns* (S2009)	88%	94%
this school works with them to support their child's learning* (S2010)	76%	78%

Our school at a glance

this school takes parents' opinions seriously* (S2011)	73%	83%
student behaviour is well managed at this school* (S2012)	59%	68%
this school looks for ways to improve* (S2013)	81%	94%
this school is well maintained* (S2014)	94%	95%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	81%	96%
they like being at their school* (S2036)	69%	93%
they feel safe at their school* (S2037)	82%	96%
their teachers motivate them to learn* (S2038)	69%	88%
their teachers expect them to do their best* (S2039)	90%	97%
their teachers provide them with useful feedback about their school work* (S2040)	77%	86%
teachers treat students fairly at their school* (S2041)	66%	88%
they can talk to their teachers about their concerns* (S2042)	62%	83%
their school takes students' opinions seriously* (S2043)	59%	84%
student behaviour is well managed at their school* (S2044)	53%	75%
their school looks for ways to improve* (S2045)	64%	96%
their school is well maintained* (S2046)	69%	90%
their school gives them opportunities to do interesting things* (S2047)	75%	95%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	91%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	76%
students are encouraged to do their best at their school (S2072)	93%
students are treated fairly at their school (S2073)	92%
student behaviour is well managed at their school (S2074)	85%
staff are well supported at their school (S2075)	81%
their school takes staff opinions seriously (S2076)	74%
their school looks for ways to improve (S2077)	91%
their school is well maintained (S2078)	83%
their school gives them opportunities to do interesting things (S2079)	87%

Our school at a glance

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are an integral part of learning and are encouraged to be part of their child's secondary schooling at our school. The School Council and Parents & Citizens Association groups support parents to engage with their child's learning. As a school we communicate regularly through our website, electronic newsletters, letters home, emails, text messages and teacher phone calls.

We invite parents to be part of information evenings, interviews and celebratory parades. Across the curriculum parents as volunteers enrich the learning opportunities we offer. The P&C operates the school canteen and uniform shop that form the basis of financial support for student learning – the success of these operations is also a testament to the parent volunteers that enjoy contributing this way.

The School Council provides another opportunity for parent representatives to have input into the strategic direction and priorities of the school. This governance body has grown in understanding and influence during 2013.

We are open and welcoming of any and all parent interaction – we exist to serve our community, and see the value in hearing feedback from our client parents to shape further our efforts to be responsive and inclusive of all views. Our goal is successful educational outcomes for all our students – working collaboratively with parents in this endeavour enhances our school immeasurably.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. It is assumed that this data is the combined usage across our two campuses – but this is yet to be confirmed.

Water usage was a key focus during 2013, and will continue to engage our actions in 2014. Across both campuses we are implementing programs to reduce electricity use with more attention to economical use of appliances. Considering the installation of a number of new air conditioning units (eg the Library), the drop in electricity consumption from the previous financial year is pleasing

Environmental footprint indicators, 2010-2013

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	585,990	5,916
2011-2012	627,440	7,759
2012-2013	605,631	5,306

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

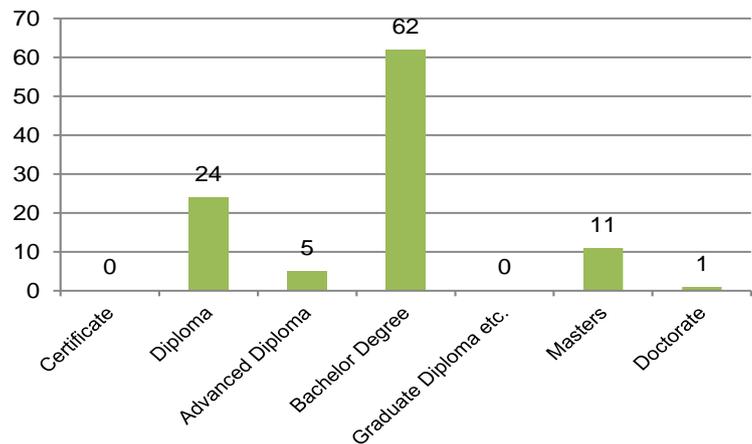
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	88	42	<5
Full-time equivalents	83	33	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	24
Advanced Diploma	5
Bachelor Degree	62
Graduate Diploma etc.	0
Masters	11
Doctorate	1
Total	103



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 was \$37,135. This represents 12.7% of our School Grant for the year. The major professional development initiatives are as follows:

- Teaching and Learning skill development, including “Art and Science of Teaching” training
- Senior Studies (QSA) training, including significant Panel involvement
- Vocational Education currency of skills and qualifications of teachers
- Digital resource use and the development of eLearning skills
- Leadership skill enhancement - Middle and Senior Management
- Restorative Practises – a whole school approach to student behaviour management

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	90%	88%	88%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

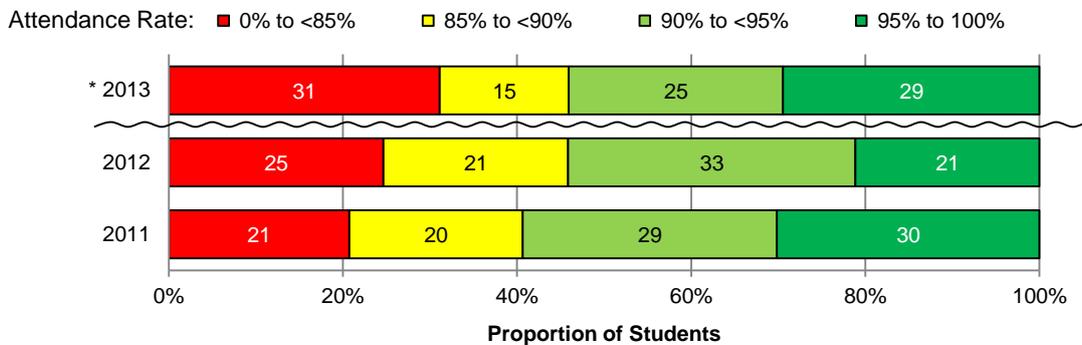
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								91%	87%	90%	91%	91%
2012								90%	86%	87%	89%	91%
2013								90%	86%	86%	88%	88%

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET 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.

This policy is implemented in the school through the use of formal and class roll marking which enables the tracking of students from lesson to lesson. Staff members collate the data across the day. The school contacts parents who do not explain a student absence on the day of absence. Teachers and administration carry out follow up contact to seek understanding of prolonged absences.

The aim is to ensure 100% attendance; in special circumstance it may be deemed necessary to support parents and students through use of flexible attendance and exemption processes.

In 2012 we introduced a computer based program called "ID Attend". This provides a quick and easy way to track each student each lesson of each day, and then for absent students the program initiates a text message to the parents letting them know by 2pm that day. Our hope is that this information enables parents to contact us if there has been a mistake, or to be instantly aware if their child is not at school when they expect.

Year level coordinators have a key role in calling parents of persistent non attending students to identify any reasons and to remind parents of their obligation to ensure that their child attends every day.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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/>.

To access our NAPLAN results, 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

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

Performance of our students

Achievement – Closing the Gap

Indigenous students continue to achieve at similar levels to all students within the Noosa District community. Due to the small population of indigenous students our focus remains on individual progress rather than group data. The school is working towards implementing the EATSIPS strategy and has been working closely with our Aboriginal Liaison Officer and the community to expand the number and range of opportunities for our indigenous students. Indigenous student attendance rates are only very slightly below that of the whole school cohort, and levels of retention are also good.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	74%	76%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	191	186	210
Number of students awarded a Queensland Certificate Individual Achievement.	3	1	2
Number of students receiving an Overall Position (OP).	98	93	101
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	40	39	29
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	147	147	194
Number of students awarded an Australian Qualification Framework Certificate II or above.	107	123	156
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	145	143	189
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.	80%	71%	71%
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.	97%	97%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	98%	92%

As at 5 May 2014. The above values exclude VISA students.

Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2011	13	31	34	19	1
2012	11	26	29	23	4
2013	9	31	32	29	0

As at 5 May 2014. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2011	105	96	23
2012	105	115	27
2013	158	149	28

As at 5 May 2014. The above values exclude VISA students.

The majority of the Certificate I qualifications awarded were in the area of Furnishing and Engineering. Students also received Certificate I qualifications in Information Technology, Business and Work Education.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are closely tracked.

The majority of students that do leave our school early do so because of the movement of the family away from the area. However it is our focus on the individual that is applied to assist those students who are looking for alternate pathways. These students are supported by our Welfare team and Senior Administration to transition to alternate senior learning pathways including TAFE, Get Set for Work, Community Classrooms and work.