Noosa District State High School
Queensland State School Reporting
2014 School Annual Report

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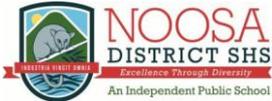
Principal's foreword

Introduction

This annual report contains student and staff outcome data for the 2014 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 Heath & 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

- *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 2014

In 2013, the school celebrated our Golden Jubilee – 50 years of quality education to the communities we serve, from Noosa to the Hinterland.

In 2014, the final approval was given in February for the major school reorganisation across our two campuses, with all year 7 and 8 students to be enrolled at the Pomona campus from the start of 2015, and all students in years 9 to 12 to attend the Cooroy campus. This led to a whole year of planning for facilities to be built and amended at Pomona, staffing reorganisations, staff recruitment to cope with a whole new year level, planning for the total reorganisation of bus travel and very many other managerial challenges to ensure a smooth start to 2015.

The school expanded its 1:1 laptop program to include all year 8 students in 2014, thus encouraging parental take up of this take home option for all students of the school. Co-payments from parents assisted to augment the existing National Secondary Schools Computer Fund devices, now ageing.

This further underpinned more 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, across the whole school for every student.

The educational reforms of "A Flying Start for Queensland" were further enacted at both campuses, and planning was extended to the new campus model for 2015. Building meetings were held weekly with our architect, project manager and builders as the new year 7 teaching block at Pomona began to take shape, from concept to reality in just nine months.

Our "School Council", as part of our Independent Public School governance structures, continued to meet in 2014, with deeper understanding of our school, and hence more informed debate and discussion of key growth strategies.

We continued to support our programs of excellence in Aviation and Aerospace, F1 in Schools and Subs in Schools engineering programs, Hospitality, Certificate 3 in Live Production, Farming, Cattle Showing, Sport (basketball, touch football, volleyball and soccer in particular), Australian Business Week, VINCIT week, Marine Education, Duke of Edinburgh, Kokoda challenge, etc.

We continued for a second year our successful 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.

Overall, 2014 will be remembered as a year of planning and change, where big decisions affecting the lives of many staff, students and community families were debated long and hard, so that 2015 could start with good, sound fundamentals that would support the new ethos of Noosa High, continually changing and adapting to offer quality, contemporary learning experiences for all our students.

Following is a more detailed report on achievements against our 2014 Annual Implementation Plan. There were 18 Priorities with specific 2014 actions below each. They have been colour coded to show progress –
- Green – Completed
- Orange – Substantially completed
- Blue – Progress made – will continue
- Red – Not started, not done. Action to be reviewed

Priority 1. Writing

Strategy: Develop writing exemplars at A, B and C standards for each year level
- finalised and published exemplars for sharing at a B standard – A & C not now seen as essential
- Model student samples and deconstruct using criteria as classroom activity with students
- Ensure all teachers are engaged in generating exemplars and place with assignment tasks

Strategy: Foreground the assessment in the planning process
- All teachers refer to Criteria and Standards throughout teaching and learning process

Strategy: Review and rewrite curriculum documents to embed Writing as a priority
- Work Programs have specific units that focus upon analytical responding tasks
- Junior Work Programs were reviewed and rewritten in 2014

Strategy: Build teacher understanding around NAPLAN writing criteria across whole school
- Articulate a consistent whole school approach to teaching persuasive essay writing
- Promote "writing on demand" activities across KLAs to improve skills and work habits
- Promote online grammar and punctuation quizzes and games to engage students in basic skills underpinning good writing
- Use "Turn It In" interactive technology program to help provide individual, explicit and consistent instruction to improve student writing

Priority 2. Core Priority - Student attendance and retention
Strategy: Build quality processes to track and support individual students through secondary programs
- Revisit the value of formative assessment as part of the teaching and learning process
- Revise successful SET planning process initiated in 2012
- "Planning for Excellence" program refined and used across whole school
- Year Level Coordinators actively track individual students experiencing any difficulties
- Use of a range of student surveys to gain feedback on level of engagement

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

- "Junior Summit" program extended and enhanced in 2014
- Instrumental Music program included Cooroy State School students
- Introduction of subject "Design" in grades 8 and 9 - a cross curricular approach
- School Musical "Calamity Jane" to be produced in August 2014
- Initiate partnership with "Noosa Professional Dance Academy" in 2014
- Build Bunnings Construction Crew Community Project
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Strategy: Arrange for State High School senior leaders, including the principal, to be in feeder schools, to be known to students and available to meet parents
- Flying Start - year 6 to yr 7 and for year 7 to yr 8. Information sharing focussing upon new Junior Secondary campus at Pomona
- Senior students run workshops with feeder primary schools and represent the school at community events
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Strategy: Appoint dedicated "Attendance Officer" to monitor data and to follow up attendance patterns of concern
- Office AO2 role enhanced and clarified - a leadership focus Deputy Principal

Priority 3. Reading

Strategy: Develop teacher skills in regular use of data to inform teaching
- Initiate "Know Your Client" program using One School dashboard data - PD for all teachers

Strategy: Review data collection, benchmarks and targets
- Raise awareness amongst school community about how to maximize the link between reading and improving writing
- Encourage use of data at faculty meetings to drive discussion and improvement

Strategy: Review and rewrite curriculum documents to embed Reading as a priority
- Initiate and encourage use of new Junior Secondary lesson and unit planning sheet by teachers
- Include further reading tasks into Work Programs and individual lesson plans

Strategy: Promote and embed QAR as whole school strategy for interrogating texts
- Promotion of the understanding and use of QAR

Priority 4. Numeracy

Strategy: Promote use of ICTs in teaching of Numeracy
- Incorporate Spreadsheets into Business and ICT programs
- A common set of skills for graphing in Geography is being developed - template for staff

Strategy: Implement classroom coaching and feedback for teachers
- Begin the training process with initial focus upon Maths
- MARUPA literacy coach

Strategy: Identify and acquire appropriate diagnostic tools to inform intervention
- Work with District PEACC on setting this up during 2014

Strategy: Review and rewrite curriculum documents to embed Numeracy as a priority
- Review and rewriting of Junior Work Programs during 2014
- SOSE Numeracy coach will review each exam and strategies in the classroom

Strategy: Engage in cluster "Numeracy" project to deepen understanding of student learning trends, patterns and gaps.
- Parent "Bangers and Maths" evening, cluster meetings and events to commence in 2014.
- Enable parent portal of Virtual Library.

Priority 5. Core Priority - Student attainment

Strategy: Build joint curriculum projects with feeder primary schools to engage and extend students
- Eco Warriers (Microsoft project) Lisa Fowler
- Planning for overseas trip to Vietnam and Cambodia in late 2014 Lisa Fowler
- Junior Summit program with GT students from local primary feeder schools extended in 2014

Strategy: Build quality processes (e.g. Planning for Excellence) to track and support individual students through secondary programs
- Planning for Excellence program continues - student profiles included in processes
- QCE and QCIA attainment tracking monitored by senior staff with interviews as needed,
- Activate program strengthened
- School Discipline processes to be audited in May.
- Behaviour process reviewed with two campus model as a basis.
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Strategy: Review school processes to support and raise expectations for
- "Know Your Client" school based program has an overt focus on raising expectations

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
- Cross campus projects encouraged overtly
- Extend and strengthen transition program activities in 2014 as year 6 and 7 students will enrol with us in 2015 at Pomona campus.

Strategy: Provide comprehensive communication and information for parents
- Newsletters - ensure comprehensive parent email database is updated and used

- Continue to develop and refine the school website and link with Newsletter and QSchools app.
- Community PR and liaison officer (publicity) position maintained and supported

Strategy: Utilise Flying Start resources to position the school for a successful transition to Junior Secondary at Pomona campus from 2015
- 2014 will be used to plan HR, resources, facilities and other needs for Junior Secondary in 2015
- Junior Secondary team to meet and plan on a regular basis - liaison with primary school leaders.

Priority 7. Strengthen productive partnerships with school community stakeholders

Strategy: Consult with the community on the achievement of improved student outcomes, targets, and strategic priorities
- Parent/Teacher consultation meetings happen formally and informally throughout the year
- Principal involvement in P&C maintained - sub committee for Pomona campus considered in 2014
- School Council meets regularly with an agenda focussed on consultation and strategic improvement.

Strategy: Parent Information Evenings on aspects of the curriculum, or school planning, or …
- Performance evenings, maths workshops for parents, parent information evenings around QCE/OP/etc, eLearning information evenings, SET planning processes
- Organise parent information forums at Parent Teacher Meetings on Student Welfare issues

Strategy: Engage the community by bringing representatives into the school to give students 'real world' experience and examples.
- Artists in residence programs in Art and Performing Arts
- Encourage community and business leaders to visit and engage with students and school programs (eg ABW, SOSE classes, English classes, Reality Bites factual writing festival, etc)

Strategy: Use parent email database to improve school to home communication of events and opportunities
- Text messaging important events and information, eNewsletter, QSchool app, Website - linked to each other.

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
- Utilise ASOT framework in staff PD sessions within faculty meetings and forums. Focus on assessment design.
- QUT ARC Research Project drives discussions around good teaching practises, including differentiated learning and team teaching / lesson observations
- Develop literacy and numeracy coach positions within each faculty – to be undertaken in 2015.

Strategy: Facilitate peer observation and feedback
- Use ASOT structures to advance this practice in 2014 (including development of "walk throughs")
- HOD observation of teachers with developmental feedback
- Moderation and team teaching are used in faculties.

Strategy: Build a culture of sharing and learning together
- Strategic leadership focus upon this culture is overtly maintained and expanded
- Best practice is shared at Faculty meetings

Strategy: QUT ARC Project targetting Learning Style themed classes - research data to inform design and indicate success
- "Learning Style Themed Classes" are investigated for authenticity - work towards development of pedagogical tool boxes to suit each class structure

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
- DPF processes are strengthened and more aligned to school priorities during 2014

Strategy: Deliberately foster and develop leadership capabilities of other staff members
- Using IDPPP, HODs are aware of teachers leadership skills and aspirations - hence can actively support and encourage.
- Teacher Aides and Support staff are entrusted to take accountable leadership for projects within their negotiated work descriptions.
- By use of coaches and positive feedback loops, increase mutual understanding of aspirant staff ambitions
- Year Level Coordinators take active leadership roles across school and student activities and programs
- Maintain, sustain and develop student centred programs that require teacher leadership (eg F1 in Schools, Agricultural shows, Creative Generation awards, camps, etc)
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Strategy: Organisational culture of the school is communicative and supportive of all staff
- Through senior leadership modelling, expect and require a high level of respectful communication protocol at all levels of the organisation, and in all transactions.

Priority 10. Quality assurance of school data driven improvement practices

Strategy: ARC QUT Research project "Ethical Leadership - Equity-driven evidence based school reform"
- Continue engagement with critical friends from QUT - expand understanding of the appropriate use of data to drive change conversations and actions.

Priority 11. High quality teaching practices

Strategy: BYOD options are canvassed and a preferred school approach is
- In 2014, Noosa District SHS will be the first trial school for BYOx in partnership with IT branch in Brisbane.

- In 2014, the target is 200 students to take the BYOx option and for remaining students to join our school supplied device program ($140 pa)
- Recruitment and training of a second eLearning technician at the school. Re alignment of other support roles.

Strategy: External portal is established to enable parent engagement with curriculum and learning
- Moodle based LMS "Virtual Library" incorporates a parent access portal from March 2014

Strategy: Grow and develop teacher eLearning capacity
- Teacher course writers and contributing writers are supported, encouraged and facilitated to develop courses in KLAs across the school within the Virtual Library eLearning management system.
- The core group of eLearning teacher champions will be expanded.

Strategy: ASOT Learning Walks
- Learning Walks will continue, with more focus upon identifying best practise and working towards teacher coaching models to deprivatise practice.

Priority 12. Review and refinement of learning delivery options across the 2 campuses in preparation for Flying Start reforms in 2015

Strategy: Ministerial permission for consultation is obtained and acted upon
- Permission is obtained, and planning begins in 2014

Strategy: Staffing of Pomona as a "Junior Secondary" campus is decided and enacted
- HOD and leadership model is decided by June 2014. Junior Secondary team is established and has oversight of development of teacher staffing model for 2015.
- Support staffing is discussed and decided ready for enactment in 2015

Strategy: Transport issues are addressed with Department of Transport. New bus runs begin in 2015
- Transport department are engaged early with the situation, and work collaboratively with the school to develop a workable and equitable solution for 2015.
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Strategy: Agreed pedagogical approaches for each campus by 2015
- Junior Secondary campus at Pomona. Senior secondary campus at Cooroy. "Learning Style Themed" classes from year 7 to year 9 inclusive. Pedagogical toolboxes developed.

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
- Employ a dedicated Indigenous teacher aide to assist with identification of blocking issues and to build community relationships

Strategy: Overt focus on indigenous perspectives and culture within the school
- At least one indigenous perfomance each year linked to the SOSE curriculum
- "Adopt a Murri" program is enacted
- Include indigenous texts, films, music and dance into performing arts. Seek out opportunities for indigenous "artists in residence"
- Enact whole school and community program to establish indigenous perspectives and history at the school

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

Strategy: Introduce ACARA curriculum areas as required
- Begin writing and trialling ACARA HPE curriculum in years 8 to 10 ready for implementation in 2015
- Rewrite junior programs to reflect ACARA syllabus documentation as necessary
- Roll out of Geography junior ACARA curriculum in 2014
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Strategy: Review school curriculum content and delivery planning timelines and timeframes regularly
- Curriculum committee of HODs and other interested school leaders (including DPs and GOs) meet to discuss overall school offerings for relevancy and compliance.

Strategy: Review of junior school lesson structures to enable diversity and delay of specialisation
- Eight (8) sample term based subjects available to all year 8 students in 2014. Four choices for year 9. Continue debate on structure for year 10 that includes HPE in 2015.

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

Strategy: Cyclical reviews of Responsible Behaviour Plan to include restorative practice principles and approaches
- Discipline Audit in May 2014 - consider recommendations.

Strategy: Enhancing student voice in school direction and management
- Higher profile for Student leaders (now 12 positions plus House Captains) – including Student Council processes of engagement with school decision making.
- School captains actively involved in School Council meetings and processes

Strategy: Using One School dashboard, Planning for Excellence interviews, other communication tools - get to know each client in each class or home group to a deep and personal level.
- "Know Your Client" process becomes established - teachers become very familiar with the use of student dashboard information
- Prestige of "Home Group" and Home Group teacher is improved.

Strategy: Stronger student leadership frameworks that engage more students at a deeper level
- Review of trials of enhanced student leadership models in 2014. Year 9 Leaders to be continued.

- Renew the House Captain system, with up to four (4) house captains for each of the six (6) houses. Teacher House leaders, and return to House Meetings.
- Developing Student Leadership Model across all year levels

Priority 16. Maintain and extend sustainable practices

Strategy: Identify, review and apply sustainable practices across school sites
- Practical examples (mulching, recycling waste. worm farms, etc) modelled with students.
- School practises seek to reduce energy usage and overall waste.

Priority 17. Enhance and extend school facilities

Strategy: Review and adjust Facilities Master plan annually
- Ensure that Maintenance catch up funds are expended in a cost effective manner
- Review school facilities each year and identify opportunities

Strategy: Planned development of new building work for Pomona campus with EQ, P&C and School Council input
- Engage with Flying Start team to discuss with architects and program managers the sensible design and build of the new six (6) teaching space building approved for Pomona campus

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

Strategy: Reform an effective School Council
- Continue work from 2013 - move from "informative" meetings to "decision based" for school council advice on options available in various situations.

Strategy: Identify opportunities for innovative approaches to how we do business
- Cycle of continuous review of school processes and the purpose of each process
- BYOx trial in term 1 - Lighthouse school for state
- Networking with other regional and national schools - IPS Alliance
- Act upon findings of QUT research into "Learning Style themed" classes

Strategy: Adopt a more business centred approach to school operations
- Recruit new AO5 BSM position
- Align TAs and AO2s to strategic roles within the school, with devolved accountability for outcomes
- Review of contracts and community arrangements - swimming pool, Futures centre, after hours facility use, external course providers, computer system providers (Oliver, Didasko, etc)
- Review cost recovery systems for parents with non payment of course fees, excursion costs and resource hire costs - needs to be tightened

Strategy: Engage with IPS agenda
- Active involvement in IPS PD and Alliance opportunities

Priority 19. Great Results Guarantee

Strategy: Improve NAPLAN results
- Employ actions as detailed on attachment "Great Results Guarantee" to achieve
    - Numeracy and Reading to 95% students at or above NMS by 2015
    - Writing to 95% students at or above NMS by 2015

Strategy: Improve QCE attainment percentage of students
- Employ actions as detailed on attachment "Great Results Guarantee" to achieve- 95% of school leavers to gain QCE by 2015

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Future outlook

Plans for 2015 include a focus upon the following key areas of development and refinement:

- Literacy –
    - Coach 0.5 at Pomona campus to work with English subject teachers
    - Teacher employed at Cooroy to free key senior teachers to coach other English teachers
    - "PEEL" whole school paragraph writing alignment, as first of whole school overt strategies
- Attendance –
    - Curriculum appeal enhanced – 4WD program, design, extra curricular activities
    - Overt focus on attendance patterns, high fliers, causes – regular discussion with student year level groups, data driven
    - Know your clients focus continues – wider use and understanding of "classroom dashboard" data by teachers
- Numeracy –
    - Wide use of diagnostic junior class testing, informing warm up activities to target known needs
    - Strengthening parent access to curriculum hence garnering more home support and understanding/engagement
- Attainment –
    - Targetted conversations with "at risk" students each reporting cycle, all year levels
    - HOD/Principal/Line managing DP conversations around subject area data each term
- Community/communication-
    - QParent trial school – aiming for 35% sign up by mid year
    - New school electronic signs to be installed by June 2015
    - Facebook focus – competitions, strategies of engagement and sharing
    - Enterprise education endeavours to continue and expand, eg ABW, NOscars
    - Employ a community partnership/liaison officer, to systemize sponsorship and input into school life
- Curriculum –
    - Review of "Preferred Learning Style" streaming effectiveness and authenticity to continue with QUT
    - Introduce ACARA HPE curriculum
- Workforce
    - Annual Performance Review – establish plans for all teachers by June 2015
- Supporting teaching
    - BYOD model of technology for students established, strengthened and supported
    - Virtual Library portals, content, awareness and use targeted overtly, with support for teachers, and peer leadership
- Student voice, leadership and involvement –
    - Enlarge and expand opportunities for student engagement and involvement in school decision making
    - Senior student leader led assemblies to be introduces at Cooroy campus
    - Enhance an effective student council at each campus
    - Refresh the school "House" structure – reduce to four houses, student leadership focus, etc.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014:   Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1258	607	651	93%
2013	1202	586	616	93%
2014	1164	577	587	89%

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		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	21	22
Year 11 – Year 12	18	19	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	153	184	116
Long Suspensions - 6 to 20 days	9	8	0
Exclusions#	2	3	2
Cancellations of Enrolment	1	6	7

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

Our distinctive curriculum offerings :
- Gateway School in Aerospace and Aviation (from 2010)

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- 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
- From 2015, Gateway School for "Agribusiness"

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. In 2014, desktop PCs, Laptops and iPod Touch technologies were utilised along with Smart boards and our school developed Moodle based "Virtual Library" 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 2014. We started to move towards a "Bring Your Own Device" structure in 2014, as the trial school for Queensland state schools.

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.

Additional support is offered by staff members including: Guidance Officers, School Based Youth Health Nurse, School Chaplain, 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.

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

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	75%	95%	77%
this is a good school (S2035)	82%	89%	71%
their child likes being at this school* (S2001)	87%	95%	75%
their child feels safe at this school* (S2002)	88%	100%	79%
their child's learning needs are being met at this school* (S2003)	77%	94%	65%
their child is making good progress at this school* (S2004)	71%	90%	72%
teachers at this school expect their child to do his or her best* (S2005)	83%	90%	87%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	76%	70%	68%
teachers at this school motivate their child to learn* (S2007)	70%	79%	74%

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Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
teachers at this school treat students fairly* (S2008)	81%	75%	71%
they can talk to their child's teachers about their concerns* (S2009)	88%	94%	83%
this school works with them to support their child's learning* (S2010)	76%	78%	74%
this school takes parents' opinions seriously* (S2011)	73%	83%	63%
student behaviour is well managed at this school* (S2012)	59%	68%	68%
this school looks for ways to improve* (S2013)	81%	94%	77%
this school is well maintained* (S2014)	94%	95%	85%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	81%	96%	95%
they like being at their school* (S2036)	69%	93%	90%
they feel safe at their school* (S2037)	82%	96%	90%
their teachers motivate them to learn* (S2038)	69%	88%	91%
their teachers expect them to do their best* (S2039)	90%	97%	98%
their teachers provide them with useful feedback about their school work* (S2040)	77%	86%	86%
teachers treat students fairly at their school* (S2041)	66%	88%	80%
they can talk to their teachers about their concerns* (S2042)	62%	83%	76%
their school takes students' opinions seriously* (S2043)	59%	84%	71%
student behaviour is well managed at their school* (S2044)	53%	75%	67%
their school looks for ways to improve* (S2045)	64%	96%	88%
their school is well maintained* (S2046)	69%	90%	81%
their school gives them opportunities to do interesting things* (S2047)	75%	95%	82%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		91%	96%
they feel that their school is a safe place in which to work (S2070)		95%	99%
they receive useful feedback about their work at their school (S2071)		76%	74%
students are encouraged to do their best at their school (S2072)		93%	93%
students are treated fairly at their school (S2073)		92%	90%
student behaviour is well managed at their school (S2074)		85%	78%
staff are well supported at their school (S2075)		81%	80%
their school takes staff opinions seriously (S2076)		74%	73%
their school looks for ways to improve (S2077)		91%	90%
their school is well maintained (S2078)		83%	94%
their school gives them opportunities to do interesting things (S2079)		87%	88%

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

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'Agree' represents the 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, facebook pages, 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 2014.

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 continued to engage our actions in 2014. Appears to have dropped to zero usage, so that is good. 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 once again, the drop in electricity consumption from the previous financial year is pleasing

Environmental footprint indicators, 2010-2013

	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2011-2012	627,440	7,759
2012-2013	605,631	5,306
2013-2014	530,735	0

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

Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	100	49	<5
Full-time equivalents	93	39	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	23
Advanced Diploma	5
Bachelor Degree	60
Graduate Diploma etc.**	0
Masters	11
Doctorate	1
Total	**100**
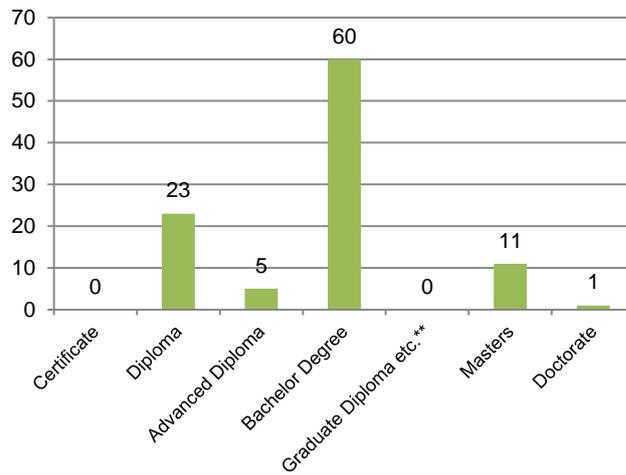
*Teaching staff includes School Leaders

**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 2014 were $46,554. Much more professional learning also occurs within house, or in other ways that do not necessarily create a financial cost to the school. Teachers covering the classes of colleagues also reduces the cost of employing replacement teachers to facilitate release time – the efforts of administrative and teachers in this regard is acknowledged with thanks.

The major professional development initiatives are as follows:

• Teaching and Learning skill development

• Senior Studies (QCAA) 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 2014 was 100%

Average staff attendance	2012	2013	2014
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, 83% of staff was retained by the school for the entire 2014 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.**

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 webpage.

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

Performance of our students

Key student outcomes

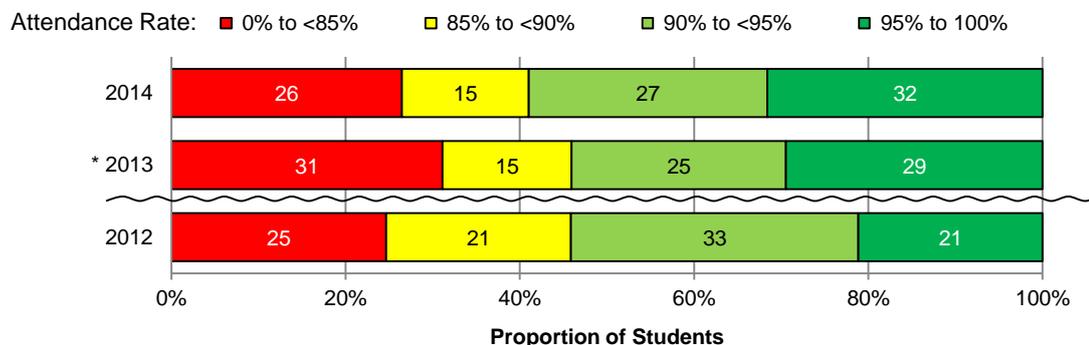| Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	88%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

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
2012								90%	86%	87%	89%	91%
2013								90%	86%	86%	88%	88%
2014								90%	86%	86%	88%	90%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.

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

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	26	15	27	32
* 2013	31	15	25	29
2012	25	21	33	21

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

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.

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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 input the data across the day through a program called "ID Attend". 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.

For absent students we initiate a text message to parents letting them know by 2pm that day that their child is absent. 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.

Longer periods of absence are managed by the Guidance Officers, who will initiate "Exemptions" for families with known reasons for their students not attending, such as overseas holidays.

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

[   ] GO

Search by suburb, town or postcode

[   ]

Sector ☑ Government
       ☑ Non-government
       SEARCH

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.

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 implements a range of EATSIPS strategies 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. In 2014, we introduced an indigenous food garden outside our Hospitality centre, and renamed the restaurant "Gunda Bindga".

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%	76%	70%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	186	210	195
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	0

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Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving an Overall Position (OP)	93	101	102
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	39	29	51
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	147	194	191
Number of students awarded an Australian Qualification Framework Certificate II or above.	123	156	139
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	143	189	181
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.	71%	71%	78%
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%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	92%	98%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)

Years	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
2012	11	26	29	23	4
2013	9	31	32	29	0
2014	13	28	39	19	3

As at 19 February 2015. The above values exclude VISA students.

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Years	Number of students completing qualifications under Australian Qualification Framework (AQF)		
	Certificate I	Certificate II	Certificate III or above
2012	105	115	27
2013	158	149	28
2014	140	113	50

The majority of the Certificate I qualifications awarded were in the area of Furnishing and Engineering and Workplace Practises. Students also received Certificate I qualifications in Information Technology, Business and Work Education. Certificate three qualifications include our unique Cert 3 in Live Production and Sound.

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 school leavers information

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

The majority of students that leave our school early do so because of the movement of the family away from the area. However, our focus on the individual is applied to assist those students who are looking for alternate pathways, and for whom school is not the optimum option for their identified needs. These students are supported by our Welfare team and Senior Administration to transition to alternate senior learning pathways including TAFE, community programs, Community Classrooms and work.

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