

Noosa District State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training*



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School Overview

Noosa District SHS is a co-educational secondary school with a Years 7 and 8 campus in Pomona and a Years 9 to 12 campus in Cooroy in the Sunshine Coast hinterland. The school delivers a broad range of academic and vocational learning experiences to approximately 1350 students. The academic program is complemented with Marine Studies, Agriculture, Live Theatre and Production, Film, TV and Media studies, Hospitality, Japanese and a wide variety of sports. The strong business and industry support within the school enables extension activities such as Australian Business Week, F1 Cars Technology Challenge and the Re-engineering Australia "Subs in Schools" program to flourish, with consistently successful statewide outcomes. We have a large Special Education Program which caters for students with disabilities and learning difficulties as well as mentoring Indigenous students. Noosa High is a Gateway school in Manufacturing/Engineering, Aerospace and Agribusiness, offering these subjects in Senior. The majority of the teaching staff are experienced having taught in a variety of settings. The school Motto, 'Industria Vincit Omnia' (Industry Conquers All) along with the Vision 'Excellence Through Diversity' reflects our ability as a high performing school. The school offers academic, cultural and sporting scholarships. From 2013, Noosa High was one of the first "Independent Public Schools" in Queensland.

Principal's Foreword

Introduction

This annual report contains student and staff outcome data for the 2015 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 (Year 7 to 9), our students study a course including English, Mathematics, Science, SOSE, Japanese, Technology (Industrial Skills, Life Technology, Business, Agriculture), The Arts (Visual Art, Dance, Drama, Music) and Health & Physical Education.

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 2015 progress towards individual excellence for every learner.

School Progress towards its goals in 2016

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 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 Bring Your Own (BYO) device laptop program to include all year 7 and 8 students in 2015, whilst remaining an option (preferred) for students in other year levels at the Cooroy campus. The school thus continued its journey towards the goal of full BYO device by the end of 2016, phasing out school owned computers for student use completely.

eLearning was further supported as a preferred pedagogical approach by providing further 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. Our Moodle learning management system “Virtual Library” is now available to all students and parents, with many new courses added to this media rich environment.

Our “School Council”, as part of our Independent Public School (IPS) governance structures, continued to meet in 2016, 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 fourth year our successful Junior Summit program – working with local feeder primary schools to identify gifted students in years 5-6 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 and thus providing opportunities for academically able students to experience our school, staff and facilities whilst still at Primary school.

In March, 2016, the school formally took over the management and development of a significant new property at 280 Newspaper Hill Road, Belli Park – this property is also known as Mimburri. The 350 acre farm, four bedroom house, yards and sheds are bordered by the Mary River and the Belli Creek – the confluence is known as the Cod Hole and is home for the lung fish, significant in the abandonment of the planned Traveston Dam project. Our local member persuaded the State Government not to sell this property privately, but to gift it to the school as part of the Department of Education. Repair of the house, fencing, road repairs and other infrastructure work commenced in 2016, and the school has paid for a full time farm Manager and caretaker to be appointed. It is envisaged that this property will enable us to expand our agriculture options for students to Certificate 3 level, run many and varied student curriculum focussed camps upon the property and work in a spirit of cooperation with the traditional owners of the land (the Kubbi Kubbi people) to enhance opportunities for students from many local schools to understand the history and significance of this property to indigenous Australians.

Overall, 2016 will be remembered as a year of consolidation after the major organisational changes of 2015. Our explicit improvement agenda focussed us upon three key areas for improvement, being numeracy, engagement and higher order thinking skills. Our strategic planning focussed upon the development and refinement of four key documents identified in the School Improvement Unit audit of 2015 – they are a school wide Engagement Plan, Pedagogy Plan, Data Plan and Curriculum Plan. Focus groups of Heads of Department and Executive leadership members led the whole school consultation underpinning these reviews. This work will continue into 2017, with further consultation with all staff and our community, prior to finalisation and consolidation of the four plans as our Teaching and Learning Framework.

Future Outlook

Our explicit improvement agenda for 2017 focusses upon three core issues:

- Engagement – of students, staff, parents and community
- Critical and Creative thinking
- Writing

More information about this agenda, and the specific improvement targets, can be found by opening the “Investing for Success” document (I4S), also on our school website.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1164	577	587	39	89%
2015*	1312	621	691	58	92%
2016	1335	633	702	66	93%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

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

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	22	23	23
Year 11 – Year 12	18	17	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

In years 7 and 8, students experience core learning subjects (English, mathematics, social studies and science) plus two rotation subjects each semester (being 8 in total). In year 9, core subjects are maintained, and students can choose four semester long optional study subjects. Years 7 to 9 are seen as our Junior Secondary schooling years. Curriculum is derived from the Australian Curriculum. In year 10, options widen to include some vocational Certificate courses, and there is a focus upon preparation for Senior studies (years 11 and 12). Individualised pathways are devised and agreed in year 10 as part of



the Senior Education Plan process, leading to a range of Authority and Authority registered subjects available for student selection in years 11 and 12, as well as further vocational Certificate courses, school based apprenticeships and other options. Please see our school website for further details.

Our distinctive curriculum offerings include :

- Gateway School in Aerospace and Aviation (from 2010)
- Gateway School in Engineering and Manufacturing
- Gateway School in Agribusiness – including Agriculture and Rural Operations
- Marine Studies and Marine & Aquatic Practices
- 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

Co-curricular 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. 2016 major production was the Little Shop of Horrors performed in August.
- 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)
- Inaugural trial school for new REA (Re-engineering Australia) program “Subs in Schools”

How Information and Communication Technologies are used to improve learning

Our school embraces the use of a range of digital technologies to enrich the curriculum delivery for all students. In 2015, we were a state-wide trial school for the new department model of Bring Your Own device (BYOx) student technology. In 2016, we moved to a whole school BYOx culture, with the vast majority of students accessing this opportunity with a range of devices successfully connected to the school network. For equity issues, some other students continued to access ageing school owned devices, under a hire agreement, to support their eLearning work.

Most computer laboratories within the school were decommissioned in 2015, as each student in 2016 had access to their own personal (owned or rented) device.

Support has moved more towards providing technical solutions to enable access to a wide range of school and commercial programs within the learning environment. Our Moodle “Virtual Library” site was considerably enhanced and expanded in 2016, with parent access now a key feature. Much of the school curriculum is now available to students at any time through this media rich medium, arranged by course and incorporating sophisticated formative assessment instruments and feedback enabled assignment support structures.

Our focus is on widening the digital pedagogies used by our teachers to enable digitally rich blended learning experiences for all students. Our focus is very much about helping and supporting students to develop the essential 21st century fluencies that will enable them to be active and involved global citizens – eLearning facilitates and supports these endeavours.

Social Climate

Overview

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 years with the same core group of students, teachers and year level coordinators at each campus – thus enabling the development of relationships that support both academic and social growth of our students.

The explicit improvement 2016 focus upon Engagement led to many reviews of support structures for students, such as the Responsible Behaviour Plan, care structures, reporting procedures, follow up processes, utilisation of One School in tracking communication, quality assuring our procedures, listening to our community and student opinions, etc. This focus will continue in 2017, and be formalised by the adoption of an agreed Engagement Plan.

Additional student, staff and parent support is offered by staff members including: Guidance Officers, a School Based Youth Health Nurse, a School Chaplain, client services Heads of Department (Junior Secondary, Senior Phase, Teaching and Learning), faculty Heads of Department, curriculum Heads of Department, Year Level Coordinators, 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.

Our Duke of Edinburgh program is also available to year 10, 11 and 12 students who gain more from an Outdoor Education approach to their learning.

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

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2014	2015	2016
their child is getting a good education at school (S2016)	77%	100%	97%
this is a good school (S2035)	71%	91%	83%
their child likes being at this school* (S2001)	75%	100%	94%
their child feels safe at this school* (S2002)	79%	100%	83%
their child's learning needs are being met at this school* (S2003)	65%	87%	100%
their child is making good progress at this school* (S2004)	72%	100%	97%
teachers at this school expect their child to do his or her best* (S2005)	87%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	68%	91%	91%
teachers at this school motivate their child to learn* (S2007)	74%	96%	100%
teachers at this school treat students fairly* (S2008)	71%	87%	88%
they can talk to their child's teachers about their concerns* (S2009)	83%	91%	97%
this school works with them to support their child's learning* (S2010)	74%	78%	88%
this school takes parents' opinions seriously* (S2011)	63%	74%	81%
student behaviour is well managed at this school* (S2012)	68%	84%	79%
this school looks for ways to improve* (S2013)	77%	95%	87%
this school is well maintained* (S2014)	85%	96%	88%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	95%	87%
they like being at their school* (S2036)	90%	92%	79%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they feel safe at their school* (S2037)	90%	91%	77%
their teachers motivate them to learn* (S2038)	91%	86%	81%
their teachers expect them to do their best* (S2039)	98%	96%	91%
their teachers provide them with useful feedback about their school work* (S2040)	86%	88%	84%
teachers treat students fairly at their school* (S2041)	80%	78%	64%
they can talk to their teachers about their concerns* (S2042)	76%	68%	68%
their school takes students' opinions seriously* (S2043)	71%	71%	51%
student behaviour is well managed at their school* (S2044)	67%	58%	51%
their school looks for ways to improve* (S2045)	88%	76%	71%
their school is well maintained* (S2046)	81%	86%	87%
their school gives them opportunities to do interesting things* (S2047)	82%	88%	77%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	96%	81%	87%
they feel that their school is a safe place in which to work (S2070)	99%	81%	87%
they receive useful feedback about their work at their school (S2071)	74%	62%	70%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	86%	96%
students are encouraged to do their best at their school (S2072)	93%	78%	93%
students are treated fairly at their school (S2073)	90%	73%	88%
student behaviour is well managed at their school (S2074)	78%	42%	61%
staff are well supported at their school (S2075)	80%	48%	59%
their school takes staff opinions seriously (S2076)	73%	46%	58%
their school looks for ways to improve (S2077)	90%	63%	81%
their school is well maintained (S2078)	94%	79%	80%
their school gives them opportunities to do interesting things (S2079)	88%	71%	78%

* Nationally agreed student and parent/caregiver items

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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 their 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 2016.

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.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. These programs are delivered through year level one off exposure type experiences with knowledgeable organisations such as the Daniel Morecombe foundation or a Police led anti Cyber Bullying program. They are also part of the Australian Curriculum that we deliver within our Health and Social Science programs. Use of the Learning Curve student diary across the whole school enables targeted weekly lessons in the younger years on key themes of self-organisation, motivation, personal safety, etc and is the point of referral for all year levels in regard to helping all our students to develop and refine their respectful approach to all relationships.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	116	209	153
Long Suspensions – 6 to 20 days	0	4	4
Exclusions	2	6	2
Cancellations of Enrolment	7	7	3

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

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.

We have a school swimming pool that is now heated electrically. We are also being billed for electricity usage of the Noosa Landcare group who use our Futures Centre building at the Pomona campus on a long term peppercorn rental – this needs to be addressed.

With the introduction of a whole new year level (year 7) in 2015, and the rapid expansion of facilities at our Junior Secondary (Pomona) campus, it is not surprising that electricity usage has grown (over 500 students in 2016). Air conditioning was also installed in the Cooroy Library (2015) and the Pomona Library (2016) by the P&C.

We encourage people to turn things off when not in use. We are confused with the water data & await clarification.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	530,735	0
2014-2015	649,406	40,308
2015-2016	770,078	13,006

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

School Funding

School income broken down by funding source

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

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

Find a school

GO

Sector:

Government

Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	111	48	<5
Full-time Equivalent	106	40	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	7
Graduate Diploma etc.**	62
Bachelor degree	27
Diploma	10
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$49,626. 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 staff 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
- Master Classes (weekly) – teachers sharing their good practises with other teachers, and stimulating debate
- “Green Days” – groups of teachers covered to enable quality joint planning and unit development time

A further \$3,700 was spent on non-teaching staff professional skill development.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 93% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	88%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	88%	87%

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

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

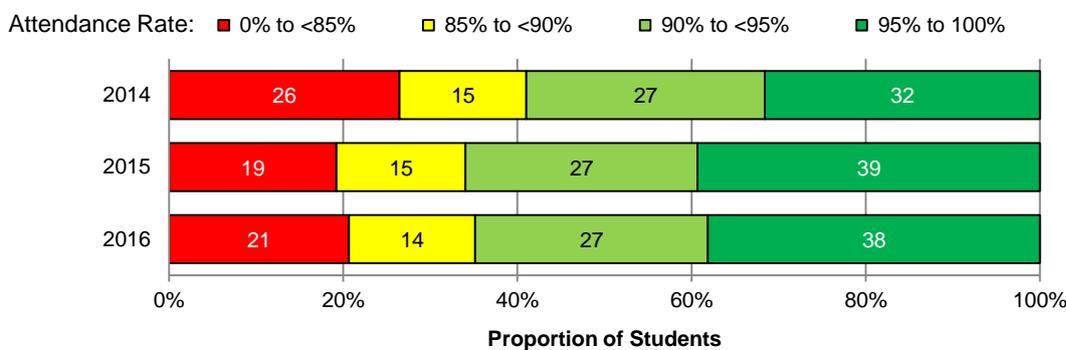
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	86%	86%	88%	90%
2015								91%	91%	89%	89%	91%	92%
2016								92%	89%	90%	89%	91%	89%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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 (through a text messaging system). 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 (usually by 11am 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 them to be at school.

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. A formal system of letter writing is then begun, which could ultimately end up with a recommendation to lay charges on the parents for failing to ensure the attendance of their child.

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. These are approved by the Principal, and a letter is sent to the family to confirm, also reminding them that the student has responsibility for making up lost work and study time.

Strategies to increase the rate of student attendance were continued in 2016, such as positive acknowledgement, certificates for students with high attendance rates and continuous tracking of data. This data was shared widely and discussed by teachers to identify trends and patterns, and to target particular students with very low attendance rates.

NAPLAN

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

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.

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GO

Sector:

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- Non-government

SEARCH

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	195	208	184
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	5
Number of students receiving an Overall Position (OP)	102 (52%)	99 (48%)	74 (40%)
Percentage of Indigenous students receiving an Overall Position (OP)	33%	57%	50%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	51	36	37
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	191 (98%)	193 (93%)	171 (93%)
Number of students awarded an Australian Qualification Framework Certificate II or above.	139 (71%)	142 (68%)	139 (76%)
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	182	199	176
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	67%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	78%	82%	80%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	98%	94%	83%

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	13	28	39	19	3
2015	12	33	36	18	0
2016	8	26	25	15	0

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

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	140	113	51
2015	122	129	35
2016	98	127	34

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

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.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	70%	76%	82%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	71%	73%	89%

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

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.noosadistrictshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

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

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.



