



Northern Beaches State High School

ANNUAL REPORT 2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Our students have high expectations of themselves and others and aspire to achieve as global citizens.

We value

Respect

Responsible

Resilience

Northern Beaches State High School is located 20 km north of the Townsville CBD in the rapidly growing Northern Beaches area.

At Northern Beaches State High School, we encourage the development of valuable and active citizens who can face tomorrow's challenges with sound academic foundations, confidence, respect and commitment within their local as well as in the global community. Our school is built on a foundation of respect for all students, staff and community members.

Extensive partnerships with the local primary schools has seen the school readily accept this challenge and chart a new era in education in the north of Townsville.

Northern Beaches State High School's curriculum structure reflects current Education Queensland philosophy on both Junior and Senior phases of learning and as such operates a Junior School for Years 7, 8 and 9 students focussing on a well rounded broad education philosophy, and a Senior School encompassing Years 10 to 12. The Senior Phase offers distinct educational programs for balanced academic and VET pathways that meet requirements of career and further educational pathways. The school has a particular focus on ICTs and offers a range of specialist IT Excellence programs.

The Brumbies Girls in excellence Rugby League program was launched in 2017 with high level of success both on and off the field.

We place a very high priority on student well being and have an extensive specialist Student Services Team who supports this. Northern Beaches is recognised at a national level as a Mind Matters school and places significant emphasis on the teaching of the school values of Respect, Responsibility & Resilience.

Our most academically gifted are invited to join the iXL program, targeting academic, cultural, social and career related activities where like minded gifted learners can excel.

TEAM; Together Everyone Achieves More

Principal's Foreword

Introduction

School Progress towards its goals in 2017

Northern Beaches State High School made considerable progress in the 5 key focus areas.

A wide range of data sets are analysed and inform practice particularly in the provision of a rigorous education program. Considerable emphasis was placed on the monitoring and tracking of students through the senior school which saw outstanding achievements in the attainment of QCE for the 2017 Year 12 cohort, including completely closing the gap for indigenous students.

The Student Services Team, working along with the Year coordinators and teaching staff, reviewed the U2U program and the whole of school supportive framework. This collaborative approach has led to the successful retaining of our National Mind Matters Accreditation.

The Junior and Senior Phase curriculum has now been embedded in practice and a review of its operation and the implementation of Australian Curriculum has ensured the 2017 curriculum meets student needs and is cutting edge.

Our Vision, Values and Beliefs were reviewed late 2013 during the Quad-annual School Review and were reduced to three; Respect, Resilience and Responsibility.

During 2017 we progressed our connections to the community as an Independent Public School.

We were very proud to be announced as one of the 50 most improved secondary schools in Australia in 2016.

With significant population growth in the Northern Beaches Corridor Area the school population is rising steadily with an increase in defence force family enrolments. The employment of a Defence Force Transition Mentor has strengthened our Student Services Support Team.

Future Outlook

The school strategic plan 2018 - 2021 has 2 key focus areas.

1. Successful Learners
 - All students achieving to their potential
2. Teacher Quality
 - All staff performing to their potential
 - All students performing to their potential.
3. The school looks forward to assuming greater accountability and community engagement as we develop a distinctive identity as an Independent Public School.
4. The school has received \$6.8m in the 2018/2019 Budget for the construction of a purpose built building that contains 2 Flexible Learning Areas, a Robotics Laboratory, 5 General Learning Areas and 2 Collaboration Spaces.

Our School at a Glance

School Profile

| | |
|--|------------------|
| Coeducational or single sex: | Coeducational |
| Independent Public School: | Yes |
| Year levels offered in 2017: | Year 7 - Year 12 |
| Student enrolments for this school: | |

| | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|-------------|-------|-------|------|------------|----------------------------------|
| 2015 | 693 | 310 | 383 | 80 | 88% |
| 2016 | 736 | 331 | 405 | 99 | 86% |
| 2017 | 760 | 370 | 390 | 120 | 83% |

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Northern Beaches State High School is a coeducational school of around 760 students from Years 7 to 12. (50% of students are in the Junior School [Years 7, 8 & 9] and 50% of students are in the Senior School [Years 10, 11 & 12]. The population is fairly evenly spread between girls and boys. Our students come primarily from the communities of North Shore, Deeragun, Bluewater, Saunders Beach, Jensen, Black River, Bohle and Bushland Beach. Their parents have a variety of occupations including rural, defence, mining, small business, retail and service industries.

The rapid growth in student enrolments has seen the school become Enrolment Managed in 2016 which now means only those students in the catchment can enroll in our school.

Average Class Sizes

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

| AVERAGE CLASS SIZES | | | |
|---------------------|------|------|------|
| Phase | 2015 | 2016 | 2017 |
| Prep – Year 3 | | | |
| Year 4 – Year 6 | | | |
| Year 7 – Year 10 | 23 | 23 | 23 |
| Year 11 – Year 12 | 19 | 19 | 18 |

Curriculum Delivery

Our Approach to Curriculum Delivery

Our School is structured as a Junior School (Years 7, 8 & 9) and Senior School (Years 10, 11 & 12)

The whole school curriculum is aligned with this structure.

Junior School

Students in Year 7, 8 and 9 study core subjects of Maths, Science, English and History/Geography. These subjects are “paired” to minimise the number of different teachers that each student is taught by and to allow for a more meaningful ‘connected’ curriculum. This realises deeper understanding by students.

Students also study HPE (1 semester course), Languages other than English - Japanese (1 semester course), The Arts (1 semester course) and Technology (1 semester course) in Year 7 & 8.

Languages Other Than English (LOTE) was reintroduced in 2011 for Year 8 students. The success of this subject has seen it become a specialty option for Year 11.

The Information Technology Excellence (ITEx) program is also available by application for Year 9 and 10 students. This provides students with a broad range of “high end” IT learning experiences and is designed for students with a high level of interest and ability in ICT.

Year 9 is seen as a transition year with greater access to specialty subjects.

Senior School

Year 10 provides the platform for students to prepare for their Year 11 and 12 subject selections by offering courses which consolidate and / or extend students depending on their needs. We continue to focus on Core learning areas in English, Mathematics, History/Geography and Science as well as two specialty subjects in Year 10.

Year 11 and 12 students are offered either academic or vocational pathways with the Award winning Alternative Excellence (AltEx) program providing authentic learning experiences for students wishing to pursue a vocational career. This is significantly enhanced by the option to study vocational subjects through TAFE or other RTO's on Wednesdays and to participate in School Based Apprenticeships and Traineeships.

Students seeking tertiary entry after Year 12 are provided with a range of academic pathways linked to their career choice, These students are also given significant assistance with preparation for the Queensland Core Skills (QCS) test and tutorial assistance for their academic subjects.

Co-curricular Activities

Students have a wide range of options which they can become involved in, such as, sporting teams, instrumental music, technology team, theatre restaurant, challenging extension programs including Opti-Minds, Young Diplomats, English, Maths, SOSE and Art Competitions.

The 2017 Theatre Restaurant was “**Cracked**”, a variety of acts were performed which consisted of Dancing, Singing, Drama, Computer Generated Presentations and Music, showcasing the vast range of talented students at Northern Beaches State High School.

Students also have access to the photography studio and the high quality work produced in this area can be seen in the Art Galleries and public spaces across Townsville.

An Instrumental Music program is also available and is growing each year.

Camps are an important part of our student's development and as such we hold a Year 7 Camp, Year 11 Leadership Camp an Art and Photography Camp for interested students and a Rugby League Training Camp for the excellence program.

In 2016 we introduced Open Water Diving culminating in a 2 day Deep Sea Reef dive. This activity proved to be so popular that in 2017 the school introduced Aquatic Practices - Certificate II in Outdoor Recreation and Certificate III in Aquaculture into the Senior Curriculum. The most advanced students completed Advanced Open Water with a dive on the Yongala Wreck.

Our students are very community minded, and once again they participated in 'Livin Hot On The Hill' a 24 hour fund raising event to shine the spot light on preventing Youth Suicide. For the 3rd year running Northern Beaches State High School was a major naming sponsor for the whole event.

How Information and Communication Technologies are used to Assist Learning

The school views Computer Based Technology as an essential tool for use in all curriculum areas. Staff and students make extensive use of presentation software, and analytical software to enhance teaching and learning.

Students have the opportunity to specialise in high end use of Computer Based Technology through the specialist program ITEx offered in Year 9 and 10. Those students that have their own device are encouraged to bring them to school and connect to the school network.

Every teacher has their own laptop and regularly seeks opportunities to enhance their learning environment with Computer Based Technology. Extensive professional development is provided and actively sought to ensure all staff are at the cutting edge of learning in this ever changing environment.

In 2018 the school introduced a BYOD program for some Year 7 classes.



Social Climate

Overview

Northern Beaches State High School enjoys the supportive school environment offered by a medium sized school. Because of the relative size and structure, school staff are able to quickly establish positive working relationships with students.

The award winning Junior School Structure for Year 7, 8 and 9 students significantly enhances the supportive learning and social environments for students.

A significant pastoral care program (U2U) operates from Year 7 to Year 12 providing each individual student with a mentor teacher who follows the student's progress and development from Year 7 to Year 12. Each pastoral care (U2U) teacher provides mentor guidance to their group of students (usually 16 to 20 in a group). The mentor teacher provides one on one, guidance for students including subject selection and career guidance for Years 10, 11 and 12. The mentor teacher is regarded as the first point of contact in the event of personal concerns or issues being experienced by a student (and or parent). The importance of the mentor teacher is significant and to that end we provide extensive training to each mentor teacher in the significant areas that their year level encounter. Year level coordinators form the backbone of the school support structure for students.

Key study areas in the U2U pastoral care program are;

- Careers
- Relationships
- Health
- Life

The annual resilience survey completed by each student in September informs the following year's U2U program.

In 2016 the school held the bigger and better WHAM festival that had a whole school focus on Wellbeing and Health.

We are an eSmart school with a whole school focus on preventing and responding to bullying.

Our highly qualified Student Support Services team (Guidance Officer, CEC, Chaplain, Youth Support Coordinator, Nurse, Defence Force Transition Aide & School Based Police officer) are significant in ensuring each student's individual needs are catered for and recognised.

We were very proud to be a Nationally Accredited Mind Matters school. This acknowledges our ongoing commitment to student wellbeing and the development of the whole individual. We believe the development of the whole individual is paramount for student success in life.

Parent, Student and Staff Satisfaction

The overall satisfaction of parents, students and staff has significantly risen over the last few years. This increase in satisfaction is evident in each Performance Area and in each aspect within these areas. These results rate above state benchmarks. It was particularly pleasing to see the over 90% satisfaction of parents in the school, likewise our vision of "High Expectations" for all is reflected in 94% of parents agreeing that our teachers expect their students to do their best. The significant staff satisfaction is also a very pleasing outcome.

Parent opinion survey

| Performance measure | 2015 | 2016 | 2017 |
|--|------|------|------|
| Percentage of parents/caregivers who agree [#] that: | | | |
| their child is getting a good education at school (S2016) | 90% | 97% | 80% |
| this is a good school (S2035) | 86% | 91% | 85% |
| their child likes being at this school* (S2001) | 81% | 94% | 91% |
| their child feels safe at this school* (S2002) | 90% | 91% | 91% |
| their child's learning needs are being met at this school* (S2003) | 81% | 94% | 80% |
| their child is making good progress at this school* (S2004) | 86% | 97% | 86% |
| teachers at this school expect their child to do his or her best* (S2005) | 95% | 100% | 94% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 90% | 97% | 85% |
| teachers at this school motivate their child to learn* (S2007) | 90% | 97% | 85% |
| teachers at this school treat students fairly* (S2008) | 80% | 90% | 87% |
| they can talk to their child's teachers about their concerns* (S2009) | 80% | 94% | 89% |
| this school works with them to support their child's learning* (S2010) | 81% | 93% | 83% |

| Performance measure | | | |
|---|------|------|------|
| Percentage of parents/caregivers who agree# that: | 2015 | 2016 | 2017 |
| this school takes parents' opinions seriously* (S2011) | 74% | 90% | 75% |
| student behaviour is well managed at this school* (S2012) | 81% | 84% | 63% |
| this school looks for ways to improve* (S2013) | 84% | 93% | 87% |
| this school is well maintained* (S2014) | 90% | 97% | 100% |

Student opinion survey

| Performance measure | | | |
|---|------|------|------|
| Percentage of students who agree# that: | 2015 | 2016 | 2017 |
| they are getting a good education at school (S2048) | 91% | 90% | 87% |
| they like being at their school* (S2036) | 81% | 85% | 86% |
| they feel safe at their school* (S2037) | 93% | 87% | 83% |
| their teachers motivate them to learn* (S2038) | 90% | 86% | 89% |
| their teachers expect them to do their best* (S2039) | 96% | 95% | 92% |
| their teachers provide them with useful feedback about their school work* (S2040) | 90% | 87% | 88% |
| teachers treat students fairly at their school* (S2041) | 83% | 75% | 72% |
| they can talk to their teachers about their concerns* (S2042) | 76% | 67% | 73% |
| their school takes students' opinions seriously* (S2043) | 77% | 73% | 72% |
| student behaviour is well managed at their school* (S2044) | 70% | 68% | 54% |
| their school looks for ways to improve* (S2045) | 93% | 87% | 89% |
| their school is well maintained* (S2046) | 92% | 88% | 84% |
| their school gives them opportunities to do interesting things* (S2047) | 91% | 85% | 83% |

Staff opinion survey

| Performance measure | | | |
|--|------|------|------|
| Percentage of school staff who agree# that: | 2015 | 2016 | 2017 |
| they enjoy working at their school (S2069) | 97% | 93% | 90% |
| they feel that their school is a safe place in which to work (S2070) | 98% | 97% | 90% |
| they receive useful feedback about their work at their school (S2071) | 91% | 91% | 88% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 83% | 82% | 81% |
| students are encouraged to do their best at their school (S2072) | 97% | 99% | 90% |
| students are treated fairly at their school (S2073) | 95% | 99% | 91% |
| student behaviour is well managed at their school (S2074) | 85% | 78% | 64% |
| staff are well supported at their school (S2075) | 85% | 85% | 78% |
| their school takes staff opinions seriously (S2076) | 83% | 85% | 74% |
| their school looks for ways to improve (S2077) | 98% | 97% | 90% |
| their school is well maintained (S2078) | 100% | 100% | 97% |
| their school gives them opportunities to do interesting things (S2079) | 92% | 93% | 88% |

* 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

Northern Beaches State High School has a philosophy of inclusive decision making and as such values the input of parents, through School Council and Parent and Citizen Association.

Specific groups are also catered for in the consultative process by holding afternoon tea forums for parents of specific student groups e.g. Indigenous students and Students with Disabilities.

We have an active Parent and Citizen Association committed to supporting and enhancing the effective operations of the school. All parents are welcome and encouraged to become involved with the P&C Association. The P&C invites parent volunteers to assist with fund raising events throughout the year. Parents can also be involved in their child's education by assisting in classroom programs, on excursions and camps and at sporting and or cultural events throughout the year.

To assist parents in communicating with their young person's teachers, two formal parent-teacher interview evenings are held with their student's access teacher who has a holistic view of their development and progress. This communication is enhanced by providing all parents with direct dial phone and email access to all teachers and the school facilitating individualized parent teacher meetings when required or requested by the parent. Other parent evenings include – Senior School Information Evenings, Junior School Information Evenings and OP and Vocational Education information Evenings.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. This is delivered through our U2U Program that has embedded the Respectful Relationships Program. The school also participated in the National Day Against Bullying with our 8th Annual Anti Bully Fest. All members of the school community are encouraged to use respectful language and behaviours to all students and staff. The school has national accreditation as an eSmart school as part of the Alannah and Madeline Foundation.

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 | 2015 | 2016 | 2017 |
| Short Suspensions – 1 to 10 days | 206 | 317 | 324 |
| Long Suspensions – 11 to 20 days | 35 | 36 | 39 |
| Exclusions | 13 | 13 | 12 |
| Cancellations of Enrolment | 15 | 4 | 8 |

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.

Northern Beaches State High School has made a strong commitment to reduce its environmental footprint over the last few years. The reduction in water usage can be attributed to the installation of low flow automatic shut off taps in all of the hand basins. We take great pride in our school and grounds and use automatic watering systems to ensure water usage is kept to a minimum. Staff and students work together to ensure the electricity usage is realistic with a particular focus on air conditioner usage which is restricted during term 2 & 3.

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|------------------------------------|-----------------|----------|
| Years | Electricity kWh | Water kL |
| 2014-2015 | 547,592 | 26,733 |
| 2015-2016 | 480,489 | 31,545 |
| 2016-2017 | 637,558 | 16,632 |

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

| 2017 WORKFORCE COMPOSITION | | | |
|----------------------------|----------------|--------------------|------------------|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 69 | 39 | <5 |
| Full-time Equivalents | 67 | 27 | <5 |

Qualification of all teachers

| TEACHER* QUALIFICATIONS | |
|--------------------------------|---|
| Highest level of qualification | Number of classroom teachers and school leaders at the school |
| Doctorate | 1 |
| Masters | 9 |
| Graduate Diploma etc.** | 0 |
| Bachelor degree | 57 |
| Diploma | 0 |
| Certificate | |

*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 2017 were \$97, 943.37.

The major professional development initiatives are as follows:

Coaching for teacher Professional Development, Australian Curriculum, Vocational Qualifications for Teachers, QCAA curriculum in the senior school, LOTE & Digital learnings, Beginning Teacher Support, Reading Demands Within Curriculum, Students with Disability, Micro-skilling, Growth Coaching, Disability Standards, Functional Behaviour Assessment, Strengths Coaching.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

| AVERAGE STAFF ATTENDANCE (%) | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| Staff attendance for permanent and temporary staff and school leaders. | 96% | 97% | 96% |

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2017.

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 2017 | | | |
|---|------|------|------|
| Description | 2015 | 2016 | 2017 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 88% | 88% | 87% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 83% | 80% | 83% |

*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 2017 for all Queensland Secondary schools was 90%.

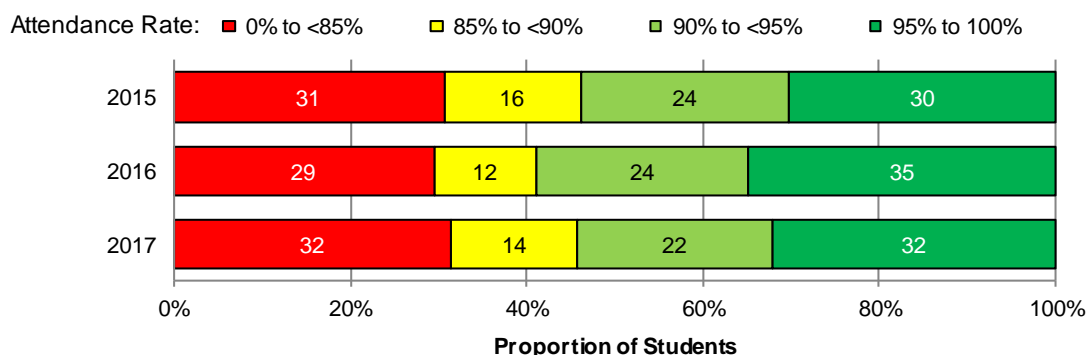
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
|--|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2015 | | | | | | | | 89% | 88% | 88% | 85% | 87% | 91% |
| 2016 | | | | | | | | 90% | 85% | 86% | 87% | 89% | 91% |
| 2017 | | | | | | | | 88% | 88% | 83% | 85% | 90% | 92% |

*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 Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Northern Beaches State High School places significant emphasis on student attendance. Class rolls are marked every lesson and the data is collated centrally by the Student Attendance Officer. Individual lesson absences are then dealt with by year coordinators, teachers and the school administration depending on the pattern of absence. If a student is absent for more than 3 days parents are contacted on the 3rd day by the Student Attendance Officer. A comprehensive absence list is posted home to parents twice a term to ensure parents are kept informed of attendance/absence patterns. The close working relationship between school and home is welcomed and is a significant feature of our Student Support Services Team.

Attendance is rewarded through assemblies, certificates and gold awards for the end of school year.

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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 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 | 2015 | 2016 | 2017 |
| Number of students receiving a Senior Statement | 76 | 95 | 95 |
| Number of students awarded a Queensland Certificate of Individual Achievement. | 0 | 4 | 1 |
| Number of students receiving an Overall Position (OP) | 28 | 27 | 29 |
| Percentage of Indigenous students receiving an Overall Position (OP) | 17% | 14% | 0% |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 1 | 6 | 3 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 58 | 75 | 74 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 53 | 70 | 71 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 74 | 91 | 94 |
| Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 100% | 93% | 100% |
| 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. | 57% | 67% | 52% |
| 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% | 97% | 99% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 100% | 100% | 100% |

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 |
| 2015 | 0 | 5 | 11 | 12 | 0 |
| 2016 | 3 | 4 | 11 | 9 | 0 |
| 2017 | 3 | 5 | 7 | 14 | 0 |

As at 14th February 2018. 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 |
| 2015 | 23 | 50 | 4 |
| 2016 | 27 | 68 | 3 |
| 2017 | 25 | 63 | 13 |

As at 14th February 2018. The above values exclude VISA students.

Students gained VET Qualifications in the following areas; Business, Hospitality, Information Technology, Live Production & Fitness

Apparent Retention Rate – Year 10 to Year 12

| APPARENT RETENTION RATES* YEAR 10 TO YEAR 12 | | | |
|--|------|------|------|
| Description | 2015 | 2016 | 2017 |
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 69% | 80% | 74% |
| Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort. | 100% | 94% | 73% |

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.nthnbchsshs.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 Northern Beaches State High School student support team track and monitor students both through their education and as they leave. The majority of the students who left school during Year 11 and 12 articulated into the work force. In many cases this was the result of their certificate studies at school or as a result of the school based apprenticeship and or traineeships or through work experience. During 2016 through the use of DYAT funding we were able to provide students in Years 10 & 11 who were at risk of disengaging, extended work experience and access to career related certificate courses.