Principal’s foreword

Introduction

At Northern Beaches State High School

We Believe:

- Everyone can achieve
- We can be challenged
- We can work together
- In contributing
- In Success
- That learning can be enjoyable

We Value:

- Respect
- Education
- Safety
- Pride
- Equity
- Commitment
- Teamwork
- Opportunity
- Resilience

These Beliefs and Values underpin every action and interaction in our school.

Our school is built on a foundation of respect for all students, staff and community members.

Our vision is for all students to leave their secondary education with the skills and confidence to achieve their aspirations whatever they may be.

Statement of Purpose:

At Northern Beaches State High School we encourage the development of a valuable and active citizen who can face tomorrow’s challenges with confidence, respect and commitment within local and global communities.

Our school focuses on the holistic development of each student. To facilitate this we have a Middle School Structure where students have key teachers for core subjects. This enables a more meaningful relationship to develop between teacher and student in those very important early years of high school.

In the Senior School we have placed a priority on flexible pathways to cater for the future aspirations of each and every individual student. This includes offering students a course of study which best meets their needs. There are two predominant pathways; students can select being either an academic pathway or a vocational educational pathway. The vocational education pathway includes the multi award winning AltEx program. Early intervention at every stage of the learning program to ensure students are on track and are well supported is another key feature.

Through a rigorous education with high expectations students will use Northern Beaches State High School as the gateway to their future.

This report outlines our curriculum offerings, Co and extra-curricular activities during the past year. It also gives an insight into our staff profile and their ongoing commitment to professional development.
School progress towards its goals in 2011

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 2011 year 12 cohort.

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

The Middle and Senior phase curriculum has now been embedded in practice and a review of its operation has enabled fine tuning for 2011.

The occupation of the new Middle School building has enabled the vision to further materialise with new technologies enabling growth in pedagogical practices

Our Vision, Values and Beliefs are now embedded in our everyday practice with every interaction with students seen as a teachable moment.

With significant population growth in the Northern Beaches Corridor Area the school population is expected to rise steadily over the next few years.

Future outlook

The school strategic Plan 2010 – 2013 has 5 key foci for the future. These are;

- Provide a rigorous education with high expectations
- Provide an inclusive, safe & supportive school environment which caters for all students
- Implement a Middle and Senior phase curriculum which meets the needs of all students
- Continue to develop a Learning Culture with an emphasis on the development of lifelong learning
- Maximise enrolment potential with an increasing localised enrolment share

A key focus for 2012 and beyond is the successful selection of Northern Beaches State High School to pilot Year 7 in 2013. The close relationship we share with our Primary cluster schools of Bohleivale, Bluewater and Rollingstone has positioned us well for this significant milestone in secondary education. Our learning’s will influence practices, procedures and pedagogies for all other high schools as they ready themselves for the move of year 7 to high school in 2015.
School Profile

Coeducational or single sex: Coeducational
Year levels offered: Year 8 - Year 12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>487</td>
<td>227</td>
<td>260</td>
<td>83%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Northern Beaches State High School is a coeducational school of around 500 students from years 8 to 12. (45% of students in the Middle/Junior School [years 8 – 9] and 55% students in the Senior School [years10, 11 & 12]). The population is evenly spread girls and boys. Our students come primarily from the communities of Deeragun, Bluewater, Saunders Beach, Jensen, Black River, Bohle, and Bushland Beach. Their parents have a variety of occupations including rural, mining, retail and service industries.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>NA</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24.3</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>15.7</td>
</tr>
<tr>
<td>All Classes</td>
<td>20.6</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>97</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>31</td>
</tr>
<tr>
<td>Exclusions</td>
<td>5</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>7</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings

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

The whole school curriculum is aligned with this structure.

Middle/Junior School

Students in Year 8 and 9 study core subjects of Maths, Science, English and Study of Society and Environment. 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 Health (full year course), The Arts (1 semester course) and Industrial Design and Technology (1 semester course) in Year 8 and 9.

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 9 in 2012.

The Information Technology Excellence (ITEx) program is also available by application for Year 8 and 9 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’s.

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, Humanities and Science as well as 2 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 at TAFE 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.

Extra curricula activities

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

The 2011 Theatre Restaurant was Rome Sweet Rome and showcased the talents of over 100 students and staff.

An Instrumental Music program is also available.

Camps are an important part of our student’s development and as such we hold a Year 8 Camp, Year 9 Camp, year 10 trip to the Gold Coast and Year 11 Leadership Camp.

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 of ITEx offered in year 8 and 9.

Every teacher has their own laptop and regularly seeks opportunities to enhance the 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.
**Our school at a glance**

### Social climate

Northern Beaches State High School enjoys the supportive school environment offered by a small school. Because of the relatively small size, school staffs are able to quickly establish positive working relationships with students.

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

A significant pastoral care program (U2U) operates from year 8 to year 12 providing each individual student with a mentor teacher who follows the student’s progress and development from year 8 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 coordinator for years 8 &9, 10 & 11 &12 forms 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.

The school operates a Peer Support program which provides Year 8 students with a Year 11 Peer mentor from the start of the year. This gives students opportunities to develop skills for life including those related to coping with difficult situations, resilience, effective communication, risk-taking and conflict resolution.

In 2011 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 & School Based Police officer) is significant in ensuring each student’s individual needs are catered for and recognised.

We were very proud to receive our National Mind Matters accreditation in November 2010 with State recognition in October 2011. 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 teacher satisfaction with the school

During the past seven years the overall satisfaction rate of parents, students and teachers has consistently risen. This increase in satisfaction is evident in each Performance Area and in each aspect within these areas. These results mostly rate at or above state benchmarks.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>75%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>66%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>57%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>77%</td>
</tr>
</tbody>
</table>

DW – Data withheld
Involving parents in their child’s education

Northern Beaches State High School has a philosophy of inclusive decision making and as such values the input of parents. Such input is facilitated through a range of formats including Parent Forums where parents are provided with regular opportunities to provide feedback on the operations and direction of the school. These Parent Forums are used to provide a range of information to parents about school progress and future directions as well as to provide an opportunity for parents to give us feedback regarding the general operations of the school.

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, 2 formal parent-teacher interview evenings are held with their students’ 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, Middle School Information Evenings and OP and Vocational Education information Evenings.

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 a minimum. Staff and students work together to ensure the electricity usage is realistic with a particular focus on air conditioner usage is restricted during term 2 & 3.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>456,816</td>
<td>20,206</td>
</tr>
<tr>
<td>2010</td>
<td>475,203</td>
<td>11,478</td>
</tr>
<tr>
<td>% change</td>
<td>-4%</td>
<td>76%</td>
</tr>
</tbody>
</table>
Performance of our students

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>42</td>
<td>23</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>40</td>
<td>17</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>38</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Performance of our students

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 were $31,000.

The major professional development initiatives are as follows:

- Digital Pedagogical Licences
- Middle Schooling/ Flying Start Junior Secondary Initiative
- Coaching for teacher Professional Development
- Australian Curriculum
- Vocational Qualifications for Teachers
- QSA curriculum in the senior school
- LOTE & Digital learning’s
- Beginning Teacher Support

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 88% of staff was retained by the school for the entire 2011 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/](http://www.myschool.edu.au/).

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

### Find a school

**Search by school name**

[Go]

**Search by suburb, town or postcode**

[Search]

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

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

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 88%.
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>88%</td>
<td>85%</td>
<td>86%</td>
<td>89%</td>
<td>90%</td>
<td></td>
</tr>
</tbody>
</table>

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 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.

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.
Performance of our students

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/](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.

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

Through the hard work of the staff in particular the Attendance Officer and the Community Education Officer Indigenous attendance continues to improve. Northern Beaches State High School enjoys a positive retention rate for Indigenous Students from year 10 to 12. In 2011 we became a signatory to the P plate program and have enjoyed some success with this program.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 60%
Performance of our students

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>53</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>30</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>5</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>37</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>35</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>45</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>47%</td>
</tr>
<tr>
<td>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.</td>
<td>94%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>94%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>OP 1-5</th>
<th>OP 6-10</th>
<th>OP 11-15</th>
<th>OP 16-20</th>
<th>OP 21-25</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>5</td>
<td>9</td>
<td>9</td>
<td>7</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>34</td>
<td>2</td>
</tr>
</tbody>
</table>

All 12 year 12 students that completed a Certificate 1 in 2011 studied in the area of Horticulture

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

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 2011 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. As a result of ( ) students participating in this extended work experience ( ) received full time job/apprenticeships.