

Barrenjoey High School Annual Report



2016



8454

Introduction

The Annual Report for **2016** is provided to the community of **Barrenjoey High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Ian Bowsher

Principal

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Message from the Principal

As you will read within the pages of this Annual School Report, Barrenjoey continues to mature as a highly respected, functioning and supportive community secondary school. The results contained in this document highlight the successes of just one year – 2016. However, it would be incorrect to believe that what happened throughout 2016 was solely the result of just one year's work. Our success is due to the ever-increasing belief by our learning community of what is possible with hard work, commitment and dedication across the six years students are in our care.

My Graduation address to Year 12 metaphorically reflects the educational journey we are all on. The subsequent results that occur, both along the way and at the journey's end are reported within this Annual School Report.

My address asks you to consider two deliberately, very different stories.

The first story is a stark reminder of the fortunate location in which we live (a location that has come to our students **ONLY** by chance)...

When Laila was 13 years old, the Yemeni teenager returned home from a fun day at school to find her mother crying in bed. Her father returned home soon after and announced Laila was to be married within the next two weeks to a man 20 years older than she was, according to UNICEF. She entered her "nightmare."

"I started screaming, and my mother rushed out to grab me while my father angrily threatened to beat — or even kill — me, if I refused," Laila said to UNICEF.

She spoke with the human rights organization in order to shine a light on the damaging effects of early marriage, because, unfortunately, Laila's story is not rare. According to the International Centre for Research on Women, one in nine girls globally will be married before the age of 15.

Girls younger than 15 who are forced into marriage are five times more likely to die in childbirth than women in their 20s. They are also far more likely to experience domestic violence and live in poverty.

"Child marriage is an appalling violation of human rights and robs girls of their education, health and long-term prospects," said the executive director of the United Nations Population Fund, in a press release last year. "A girl who is married as a child is one whose potential will never be fulfilled."

The second story is a proverb.

An old Chinese woman had two large pots, each hung on the ends of a pole, which she carried across her neck when she went to collect water from the river.

One of the pots had a crack in it while the other pot was perfect and always delivered a full portion of water. At the end of the long walk from the river to the house, the cracked pot arrived only half full.

Everyday the woman brought home only one and a half pots of water. Of course, the perfect pot was proud of its accomplishments. But the poor cracked pot was ashamed of its own imperfection, and miserable that it could only do half of what it was supposed to do. After years of what it perceived to be bitter failure, the cracked pot spoke sadly to the old woman.

"I am ashamed of myself, because this crack in my side causes water to leak out all the way back to our house.

The old woman smiled and asked, "Did you notice that there are flowers on your side of the path, but not on the other pot's side? That's because I have always known about your flaw, so I planted flower seeds on your side of the path, and every day while we walk back, you water them. For years I have been able to pick beautiful flowers to decorate my house. Without you being just the way you are, I would not have this beauty in my life."

Each of us has our faults. But it's the cracks and flaws we each have that make our lives so unique, so interesting and so rewarding.

It is true, some student push school staff hard over the years but I can still sincerely say that I am chuffed to be the Principal of Barrenjoey High School and oversee all the great achievements that are documented within this report, all due to 'crackpot' students.

This report celebrates students' individuality while at the same time commenting on the success that results when a group of individuals come together.

Throughout 2016 we became part of the Premier's Bump It Up Strategy and developed innovative programs in numeracy and literacy, including after school Mathematics extension and remediation programs and an improved (targeted) approach to students with learning needs, as well as a Literacy Continuum in conjunction with local primary schools.

School-wide initiatives have grown to the extent that in 2016 students benefitted from; a fully staffed Senior Study with expert literacy tuition, individual report interviews and electronic progress tracking, reworked Wellbeing and Award processes under the leadership of a newly created Wellbeing Coordinator, strengthened after school tutoring by qualified external providers, extension classes in Years 7 to 10 and accelerated HSC course in Drama, PDHPE, Business Studies and Society and Culture as well as the introduction of a Year 11 Flexible Learning Day. In 2016 the transition program with our local primary schools will be significantly strengthened with Years 4, 5 and 6 taking part in multiple High School Experience Days, a Numeracy Learning Continuum was between us, Avalon and Bilgola Plateau Primary schools and electronic Individual Learning Plans will advance further. Teachers entered into collegial learning approaches through mentoring programs, shared faculty plans and goals with Personal Development Plans and multiple lesson observations.

The physical facilities were also developed throughout 2016 with a number of projects taking place. These included the refurbishment of a number of learning spaces – including a glass 'think-wall', installation and promotion of electronic portals for students, parents and staff, painting works, bag storage systems, purpose built garden beds and a synthetic grass playground area near C Block. 2016 also saw the refurbishment of the Administration block through the installation of new glass entrance doors and electronic screen to promote our students and recognise them under the new Award process, along with continued planning for the new Performance Space which will take up to four years to complete. Barrenjoey also created a fully operational café and outdoor decking space out of the old kitchen space in the hall to complement the delivery of the new VET Stage 5 Hospitality training course.

In 2017, many projects are planned, including the development of a Library Seminar Room, ceiling fan and power upgrades and the construction of a School App, new bell system, dedicated Flexible Learning Space, Geography Lab and sandstone A Block Garden bed. Senior students will benefit from the highly successful Flexible Learning days as it extends into both senior years and a mentoring program for 'At Risk' students. The school will: attempt to set a World Record to promote collegiality and citizenship, introduce a whole-school Feedback policy, instigate an Artist In Residence Program, provide further funding for Learning support as well investigate a new wireless network and commence planning for the 2018–20 School Plan.

I am proud of Barrenjoey's achievements throughout 2016. Our purpose, in concert with parents and the wider community, is to consistently deliver quality education within a calm, welcoming and nurturing environment. Specifically our aim is to develop a 'personalised education experience' where Barrenjoey students are active, lifelong learners and most importantly, **responsible for their own learning** and we believe we are succeeding.

School background

School vision statement

Our vision, in concert with parents and the wider community, is to consistently deliver quality education within a safe and nurturing environment where we foster opportunities for students to contribute to the ethos of the school.

Our aim is to develop respectful future citizens and leaders with a self-awareness exuding pride and confidence, students who are active, lifelong learners who embrace responsibility.

Barrenjoey aims to provide an individually tailored school experience that is created from consistent processes, innovative strategies and enriched with relevant teaching practices.

Barrenjoey aims to support the wellbeing of all students while consistently rewarding student effort, setting high expectations and promoting academic rigour.

The community can expect Barrenjoey to be a comprehensive centre for academic and creative excellence.

School context

Barrenjoey is a proud community, comprehensive high school with an exceptional geographic position, which influences the character of the school.

Barrenjoey is an integral part of a cosmopolitan, artistic and creative community. As a progressive high school we have developed a unique balance between creative excellence, academic achievement and social awareness.

Barrenjoey is a school that recognises and celebrates excellence on a regular basis. Success is experienced in many pursuits and we are proud of the variety of opportunities provided for all students. Programs are developed that genuinely strengthen the partnerships between students, parents, staff and the Barrenjoey learning community.

The Parents and Citizens of Barrenjoey are highly involved with the school, forming an important link between all members of the Barrenjoey community, underpinning the value 'relationships' hold in an area with such a strong sense of identity.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

Recently, Barrenjoey successfully completed an External Validation. External Validation is a new procedure established by the Department of Education to validate the good work happening in NSW public schools. To achieve consistency across the State, each internal validation team has to provide evidence to a pair of external validators. The evidence uses the School Excellence Framework as a guide to measure achievements. This framework has three categories of schooling with each category having a number of elements. Essentially, each of the 14 elements outlines a key aspect of highly successful schooling.

The Barrenjoey Validation Team felt we were performing well in all 14 aspects of the Framework and excelling in many of them. The external validators agreed with us and indeed felt we were excelling in even more that we identified. The complete document is a 215 page report details the outstanding journey of the Barrenjoey Learning Community. Current parents can read the entire report on your Parent Portal under "Documents" .

Below is a summary of Barrenjoey's "Key Successes" within each of the 14 elements, as well as our "Future Directions" divided into seven categories.

Barrenjoey's Key Successes

Wellbeing

The Wellbeing Policy with its focus on anti-bullying and the other major initiatives of Student Mentoring and Student Mediation supports this element. Students at Barrenjoey feel well supported through these projects especially in areas of

emotional and social wellbeing. Other school-wide processes such as Service Hours (to improve citizenship and volunteering) and the impending World Record Attempt (to increase community connection) further complement this element.

Assessment & Reporting

The thorough and highly detailed Individual Learning Plans and Barrenjoey's approach to semesterised reporting by surveying and interviewing all students twice per year clearly evidences this success in this element. These consistent school-wide practices have become culturally accepted as effective means to monitor student progress across all aspects of learning. They are further supported by the unique approach Barrenjoey has when monitoring and promoting internal performance by structuring Gold, Silver and REC Awards (based on the REC Model) made possible by the adoption of the Grade Point Average (GPA) system.

Learning Culture

The variety of options made available to Barrenjoey students supports our learning culture. This is best exemplified in initiatives such as the school café, Duke of Edinburgh Award Scheme and new awards structure. The hugely successful creation of a highly polished school website and professionally produced school celebration video enhances the community connection to the culture of learning across the school.

Curriculum & Learning

The leadership initiative of the English Continuum and the involvement of both local primary schools in streamlining the scope and sequence of skills across K–12. Quality curriculum planning seen across the entire school, but perhaps best exemplified in the extension classes, newly developed Stage 5 electives and resilience programs.

Student Performance Measures

This element is best supported through NAPLAN, HSC and internal school report data. The school has managed data well and is able to monitor trends to measure student growth and track improvements. Numerous school opportunities support the consistent performance by its students through initiatives such as the MADDTas nights thus allowing the excellence in the creative, performing and technical arts to be displayed and appreciated by the local community.

Effective Classroom Practice

The commitment Barrenjoey teaching staff have to identifying, understanding and implementing the most effective teaching method is evidence of effective classroom practice. The creation of the detailed and highly informative Student Data Sheet provides advanced notice to teachers outlining needs of students within their class. This practice, coupled with the emphasis on differentiation in faculty plans over the past years has led to a greater priority for students' needs. Ably supported learning opportunities such as the school café and local area opportunities marry with the evidence-based design of projects and learning skills to deliver improved, more relevant teaching methods.

Data Skills & Use

Effective school-wide assessment data being used to identify achievements and inform future practice displays our commitment to using data to improve educational outcomes. This is clearly supported with the new Assessment Policy and the GPA summary sheet being made available to the entire Barrenjoey learning community. The Student Data Sheet further supports the teacher in knowing their students and allowing an evaluation of practice.

Collaborative Practice

Collaborative Practice is well supported by the Mathematics initiative of 'questioning skills' using Polya's techniques while involving local primary schools in developing consistency throughout the learning community. The identification of expert Barrenjoey staff to deliver Focus on Reading emphasises the success teachers can have when working across schools to strengthen shared professional learning opportunities. The focus on Project Based Learning will create explicit structures to facilitate cross-faculty collaboration and further strengthen this domain.

Learning & Development

Learning and Development is best described through the successful observation model adopted at Barrenjoey. Teacher observations have existed for almost a decade and had many transformations including the Instructional Practice Inventory. Recently the Executive Staff held faculty forums to direct classroom observations both within and outside of faculties, thus allowing for a broader evaluation of professional practice across the school while incorporating differentiation and Focus on Reading strategies into the observable feedback by colleagues. Differentiation workshops, staff induction practices and SASS professional learning opportunities all add to this domain in support of systematic promotion of effective professional learning strategies.

Professional Standards

This element is promoted through the HSC Marking Experience initiative, which saw the beginning of a cyclic commitment by the school to up-skill staff in expectations of the HSC marking process thus improving the level of contemporary content knowledge for Stage 6 subjects. The Learning Team established by the HT of Teaching and Learning to better develop Accreditation and Maintenance practices is also a demonstrated example of teachers taking responsibility for monitoring their achievement against the professional standards. An area for further development within this element is through the increased sharing of expertise by teachers undergoing maintenance with pre-2004 service teachers.

School Planning, Implementation and Reporting

The element of School Planning, Implementation and Reporting is at the core of continuous improvement efforts aligned to the School Plan. The establishment and unequivocal support for faculty plans to direct both teaching staff and Head Teachers to the targeted needs of faculties optimises the effect of school planning at the source of learning. The highly praised Transition Plan monumentally supports this element, spanning three primary school years (Years 4–6) in a comprehensive package that supports Barrenjoey's inclusive and unique community vision. School planning is also clearly evident across almost all evidence packages from student reporting and interviewing to GPA analysis and Professional Development Plans.

School Resources

The strategic use of resources to continually evolve to improve student opportunities and outcomes is evidence of effective use of school resources. Financial, physical and staff resources combine to produce stellar examples at Barrenjoey, notably the successful and highly conducive atmospheres in the school café and Senior Study. The support currently being experienced for the development of the Barrenjoey Community Performance Space further highlights the strategic vision in meeting the needs of a creative community. Well directed resourcing is visible in the creation of new welfare roles to support the new Wellbeing Policy as well as the Tutorial Program, Homework Club and promotional initiatives including a new electronic school sign and creation of an alumni list for enhanced communication.

Leadership

The element of Leadership sets high expectations across all aspects of whole-school improvement. The jewel in the crown of this element is the annual Executive Conference where ideas, research and planning co-exists to both support and direct sustained improvement. Leadership is shared across all aspects of Barrenjoey with impactful examples such as the innovative LEIP concept developing locally delivered research projects to whole PCS Professional Development involving almost 700 staff coming together to drive change. Other leadership opportunities such as primary school experience days, faculty plans and the Peninsula Press promote a student and staff culture that supports team development and relevant engagement.

Management Practices & Processes

Our Management Practices and Processes is evidenced by the Tutorial Program and Triannual Executive Reviews as structural processes that underpin ongoing school improvement. The Tutorial Program is at the intersection of learning, teaching and leading and is successful because it is responsive to the learning needs of Barrenjoey's students. Likewise, the Triannual Review is an intense Executive Review process that streamlines the leadership effectiveness by distributing responsibility while still encouraging leadership creativity. The Validation Team believes the SEF is well supported by our chosen Evidence Packages. Our vision to consistently deliver quality education within a safe and nurturing environment where opportunities are fostered for students and staff to contribute to the ethos of the school is thoroughly exemplified within this report.

Barrenjoey's Future Directions

Student Learning

Participation in the Premier's Priority in the reading and numeracy aspects of NAPLAN will focus our attention in these areas. Analysis of data has already highlighted a discrepancy across gender-based results with boys underperforming in many student performance measures. While this finding was uncovered during the investigative process of the Premier's Priority, it is equally evident across School Report results and HSC achievement levels. A steering committee for the Bump It Up strategy has been formed. Comprising two members from the Mathematics, English and Learning Support faculties along with the Senior Executive. We envisage the committee will continue the research into boys education (within the coeducational context), visit boys schools, utilise local academic expertise and survey the boys in ascertaining engagement strategies. In conjunction with the above strategy, detailed item analysis into NAPLAN and HSC course results will form the basis for individual faculty targets. It is also important to ensure the Student Performance Measures in which Barrenjoey excels, such as GPA analysis and student reporting surveys and interviews, remain well supported

so that they complement the newly developed strategies above.

Student Wellbeing

Barrenjoey has a strong commitment to the wellbeing of all students and this is reflected in a comprehensive Wellbeing Policy and a stage specific resilience program. From here, the school could improve its practice in this area with more community input and parental involvement. For example, the use of community specialists to assist in building resilience would be beneficial. There remains scope for faculty developed service hours to be incorporated into the new merit system.

Student Opportunities

The developing initiative of extra-curricular reporting will offer Barrenjoey a solid data base from where to develop and promote numerous strategies. Firstly, following students involvement across opportunities will correlate with existing academic results enabling analysis of the effectiveness individual programs have when academic improvement is the aim. Strategies that follow the analysis will include promotion of the more successful programs with the school learning community and across the PCS. The opportunities for students to have continuous growth will be reported across the reporting continuum

Leadership Initiatives

The peer-mediation program is still in its infancy and thus ongoing promotion may be needed to ensure all staff know how to make a referral on Sentral. This could take the form of another brief demonstration at a staff meeting. Whilst the calibre of year 10 leader candidates were strong this year, to ensure an equally capable group of mentors is trained in 2017, the Year 9 Advisor could make announcements at year meetings, communicate with home or promote the program on the school website. Looking forward when considering professional curriculum links between Barrenjoey and the local primary schools, a long term plan for ongoing collaboration could be considered. This will be especially important when new staff arrive at any of the schools or when staffing models shift and change yearly. There is an opportunity to develop explicit systems across Barrenjoey and the two local primary schools to engage in regular professional dialogue. This collaborative sharing will help maintain regular and open discourse between the schools and most importantly it will help maintain the effectiveness of the educational transition to high school. In order to improve the practices of all staff in their use and delivery of feedback, there may be a need for further and ongoing professional development. Continued education of the staff about the power of detailed and individual feedback may help solidify the meaningfulness of the program. In addition, there is an opportunity for feedback to be a significant component of the whole school professional learning. The PDP's and lesson observation model could be a platform for feedback to be observed and discussed as part of ongoing professional practice. Furthermore, dialogue has already commenced with Executive from primary schools to investigate creation of a shared language when delivering feedback.

Professional Understanding

Barrenjoey High School has a strong commitment to professional learning and understanding. The allocation of school resources and the development of management systems that further promotes the dissemination of professional understanding are two areas of consideration. From 2017 Faculty Plans will focus on contemporary classroom designs and the subsequent effect on student learning. Professional development at the faculty level will empower all teachers to embrace innovative teaching strategies promoting collegiality. Additionally, student feedback portfolios will direct school resources to targeted areas of need. This will direct learning in the following areas: Senior Study, Learning Support, Future Assessment, Faculty Plans and Report Interview Process. Culturally, these resources will encourage students to be self-directed. By providing an opportunity for reflection, students will be better able to identify their strengths and weaknesses and thus make more informed and achievable learning goals. The growing and development of Barrenjoey High School's learning culture is something that all staff will continue to nurture across the community as Barrenjoey continues to build educational aspiration.

Learning Teams

The post report interview process, whilst a source of great pride at the school could be expanded to involve parents more effectively. In the senior years, parents are heavily involved in the process attending the report data presentation with their children. A similar presentation could be presented to the parents of junior students to help provide a more collaborative partnership between home and school. The Observation Program has helped foster cross curriculum professional relationships and build the strengths of staff in specifically identified skill areas; namely literacy and numeracy in 2016. There may, however, be room for this program to be extended or widened to include the community of schools. Establishing an observation system between the neighbouring high schools may provide an opportunity to share best practice in the community. It could provide opportunities for faculties to share resources and further build collegial relationships. The faculty plans are born from the whole school plan and thus naturally there are many areas of overlap. Throughout the year there are opportunities for faculties, especially those in the same DP group, to consult one another and share future directions. This sharing also takes place when the plans are being drafted. There may however be extra opportunities for faculties to share their final faculty plans in an attempt to further build the whole school vision. Potentially, faculty plans could conversely be used to build the subsequent school plan. The data discussed at the tri-

annual executive review meetings and the meetings themselves are evidence of Barrenjoey's ongoing commitment to achieving excellence. The example data shown above was not only discussed at the meeting with the Principal and DP but it was also part of professional development at the faculty level. Faculties dedicate faculty meeting time to analyse the RAP data to inform best practice for the subsequent year. In the case of English, the outgoing Year 12 data is shared with the incoming Year 12's to help them set achievable goals. This also helps to set high expectations. However, there may be opportunities for this process to be extended to other year groups.

Promotions and Community Pride

With the successful completion of the new website, the next communication tool to be developed will be the Barrenjoey High School App, with a view of delivering information in real time directly to students and parents on their mobile devices. Student volunteering has been used as a method to foster and improve community involvement beyond the school. The attainment and recording of these service hours needs to be developed into a school wide process. Another community initiative to explore for 2017 is the creation of a connection with an outer metropolitan school. Additionally, the explanation of how to access a regular community voice will become a future school priority. Collectively, these future directions promote a full and proud participation in school life.

Strategic Direction 1

COMMUNITY

Purpose

To cultivate a school and local community that operates in a coordinated and respectful manner. To develop citizens who are aware of their legacy and responsibilities towards the establishment and maintenance of a shared ethos.

To ensure that our shared vision supports and contributes towards the growth of the wider Barrenjoey community.

Overall summary of progress

Communication:

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Student reports contain detailed information about individual learning achievement and areas for growth, which provide the basis for discussion with parents.

Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them learn.

School analysis of student performance data is provided to the community on a regular basis.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Communication: All staff engaging in information delivery. Minimum of 50% response rate from Parents and Community. Minimum of 70% attendance at Parent/Student/Teacher Evenings. 100% student attendance at report analysis and distribution. Provision for all.	New Parent/Teacher/Student Evenings (new model of 6 per year) have been successful in increasing attendance. Report distribution and analysis process has been adjusted to encourage student reflection. School website is being updated regularly by SASS staff to ensure content is current. Community Voice is being surveyed via TELLTHEMFROMME.	TellThemFromMe Survey \$6,050
Promotion: Currency of website at all times. Increase % enrollment from feeder schools by 5% per year.	SASS staff have maintained currency of the information released on the school website. Year 4 and 5 invitational days have been completed with great success. Principal attended information evenings and open nights' for both local primary schools to promote Barrenjoey.	\$6,050

Next Steps

Continue to effectively use and promote electronic communication methods, including the school app, website, student

and parent portal and our electronic sign at the front of the school.

Include regular community voice in school planning.

Continued use and development of Sentral Portal to communicate all aspects of student learning.

Mathematics and ICT Technology curriculum continuum with primary school staff.

The inclusion of students from Newport Public school in our experience days that are in our "local area".



Strategic Direction 2

LEARNING

Purpose

To provide an enriching environment that promotes a love of learning where expectations are high for both students and staff. To provide extensive opportunities in order to be inspired, driven and engaged.

To develop self-directed and resourceful critical thinkers who are high performing, collaborative and dynamic while modelling continuous learning.

Overall summary of progress

Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

Individual student reports include descriptions of the student's strengths and areas of growth.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas. Teachers are actively engaged in planning their own professional development to improve their performance.

Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Professional Development: All teaching staff apply their Individual Professional Learning Plan to improve practice. All staff attend at least 7 hours of observation per year. A 50% increase in participation in PCS offered professional development.	Faculty plans have embedded the professional learning presented at the executive conference into their 2017 plans. New PDP structure implemented to compliment the observation proforma. Four staff have successfully completed the PCS LIEP program.	Staff time.
Assessment: Completed review of assessment procedures and changes embedded in practice.	New Assessment Policy completed to be enacted in 2017. All senior assessment schedules are available online Student reports now feature an assessment of senior study use.	Staff time.

Next Steps

Faculty plans have embedded the professional learning presented at the Executive conference into their 2017 plans.

The capacity of staff to deliver high quality literacy and numeracy activities will be enhanced through targeted literacy and numeracy projects.

Monitor and evaluate how staff are delivering our school-wide focus of effective and meaningful feedback to students.

Strategic Direction 3

EMPOWERMENT

Purpose

To create a safe and encouraging learning environment that fosters opportunities to cater for the specific needs of all students. To embed a multiplicity of practices with the wellbeing of the individual at the core of inclusive decision-making.

To promote the active involvement of all students in their physical, intellectual, social and emotional development.

Overall summary of progress

Positive and respectful relationships across the school community underpin a productive learning environment and support students' development of strong identities as learners.

The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which measurably improves individual and collective wellbeing.

There is a broad understanding of, and support for, school expectations and aspirations for improving student learning across the school community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Wellbeing: 100% of staff & students aware of anti-bullying policy. 50% reduction in reports of peer conflict. 100% of staff have received professional learning in strategies to reduce anxiety & build resilience.	Anti-bullying campaign completed by the PDHPE faculty. Wellbeing coordinator filled Peer mentoring program initiated and being successfully used by staff and students Successful uptake of optional behaviour management course by staff.	Staff time \$12,000
Recognition of Achievement: 80% of students receive recognition of success in a school year. 100% of staff recognize and reward student achievement.	New Wellbeing Coordinator is successfully managing and promoting the new REC and Merit Award system. New media and platforms have been used to regularly celebrate and promote student success	\$10,000 \$500

Next Steps

Ongoing professional learning opportunities for staff in targeted areas of wellbeing.

Continue to pursue World Record Attempt through REC Committee.

Ongoing development of physical spaces to enhance the learning and wellbeing of students and staff.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Student mentoring – Improved student confidence.</p> <p>Successful celebration of Harmony Day</p> <p>ILP's for all Aboriginal background students – Provide students with Individualised Learning Plans.</p> <p>Successful and very popular contribution of artwork to the Peninsula Community of Schools calendar.</p> <p>Successful celebration of NAIDOC Week.</p> <p>Motivational presentation to Aboriginal background students.</p> <p>Peer mentoring – Allow students to share successful strategies for successful learning. Art work around school – Artwork produced with local community ideas in mind.</p>	\$3680
English language proficiency	<p>Student mentoring – Small group workshops focus on pronunciation, grammar, reading of texts and assessment preparation.</p> <p>Student Interviews – Students are interviewed, encouraged to discuss issues, reflect on learning and set goals.</p>	\$2048
Low level adjustment for disability	<p>Employment of: 1 x full time Learning Support staff member 2.2 x Learning Support SLSO staff 0.8 x Senior Study staff member.</p> <p>Provide support in order for students to improve learning outcomes.</p>	\$90,936 + school allocated funding.
Socio-economic background	<p>Staffing for the Senior Study, work towards examination disability provisions and staffing towards Learning Support.</p> <p>Assist identified students to improve learning outcomes.</p>	\$15,768
Support for beginning teachers	<p>Timetabled relief from face to face teaching for first and second year beginning staff, as well as mentoring staff for first year staff. Access to TPL opportunities.</p> <p>Beginning teachers indicated a feeling of support and preparedness. They valued the collegiality and the opportunity to have input into their professional development.</p>	\$57,592

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	348	330	320	360
Girls	293	328	320	340

Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.7	94.9	93.7	93.2
8	93.1	91.3	93.3	93.2
9	89.5	92.9	90.8	92.4
10	91.5	90.7	92.4	88.7
11	90.7	92.4	90.2	93.6
12	93.4	92.6	92.9	92.9
All Years	91.9	92.5	92.2	92.3
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	0
Employment	0	0	25
TAFE entry	3	2	3
University Entry	0	0	50
Other	0	0	11
Unknown	0	0	11

Year 12 students undertaking vocational or trade training

20% of Year 12 students undertook a Vocational subject, either through TAFE or VET delivery at school.

Year 12 students attaining HSC or equivalent vocational education qualification

100% of students attained their HSC or equivalent Vocational education qualifications.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1.6
Head Teacher(s)	8
Classroom Teacher(s)	34
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration & Support Staff	9.28
Other Positions	3

*Full Time Equivalent

We have one Indigenous staff member.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	10

Professional learning and teacher accreditation

Teacher Professional Learning at Barrenjoey High School in 2016 included a range of mandatory, whole school and teacher focused initiatives.

Focus on Reading – Apply knowledge and

understanding of effective teaching strategies to support students' literacy and numeracy achievement was a whole school focus, led by the school Learning and Student Support team.

The program supports the explicit teaching of the key aspects of reading in the middle years, namely comprehension, vocabulary and reading text fluency. The program draws from a sound research base that justifies the need for these key aspects to be at the forefront of literacy teaching and learning in the middle years. The program highlights the importance and use of:

- Rich texts, particularly subject-based texts, multi-modal texts and the types of texts that interest and motivate learners in the middle years.
- Rich talk of the kind that encourages them to 'show their thinking' through talk.
- 'Deliberate' teaching that begins with insightful assessment; involves planning for explicit instruction based on students' needs; supports and scaffolds students through modeled, guided and independent teaching; provides clear and purposeful feedback and constant opportunities for student reflection.

The program is also integrated with the PDP framework and Observation model at Barrenjoey. The first two lesson observations involve allocated cross-faculty 'buddies'. The same pair of buddies will observe and be observed by each other on both occasions. This will allow a relationship to develop and better feedback to be provided. Observer's comments will be particularly pertinent to the first PDP goal (whole-school). The second two Observations will involve intra-faculty buddies. The pair of faculty-buddies will observe and be observed by each other on both occasions. Observer's comments will be particularly pertinent to both the first PDP goal (whole-school) and the second PDP goal (faculty devised). In support of the Focus on Reading Program and middle school planning, Stage 4 classes will, wherever possible, be the focus of lesson observations.

Barrenjoey continues to forge strong links with the Peninsula Community of Schools through various teacher professional learning opportunities. We joined staff from Narrabeen Sports High School and Pittwater High School in participating in action research projects through a course called Leading Educational Innovative Projects (LEIP). Staff conducted research around a range of educational issues including technology, resilience, student engagement and numeracy and problem solving.

The 2016 Executive Conference focused around the work of Ron Ritchhart. Head teachers were asked to consider and plan how Ritchhart's 8 forces could be used to shape teaching and learning within their Faculty.

Professional development for Beginning Teachers and Proficient teachers in their maintenance phase of accreditation was led by the newly appointed Head Teacher Teaching and Learning. This supported

thirteen proficient staff to maintain proficiency and four beginning teachers to commence the process of seeking accreditation.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	229 893.00
Global funds	603 255.00
Tied funds	293 478.00
School & community sources	929 493.00
Interest	7 892.00
Trust receipts	122 097.00
Canteen	0.00
Total income	2 186 108.00
Expenditure	
Teaching & learning	
Key learning areas	182 081.00
Excursions	306 019.00
Extracurricular dissections	255 211.00
Library	12 524.00
Training & development	0.00
Tied funds	249 798.00
Short term relief	110 355.00
Administration & office	334 565.00
School-operated canteen	0.00
Utilities	101 750.00
Maintenance	49 577.00
Trust accounts	126 414.00
Capital programs	112 177.00
Total expenditure	1 840 471.00
Balance carried forward	345 637.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

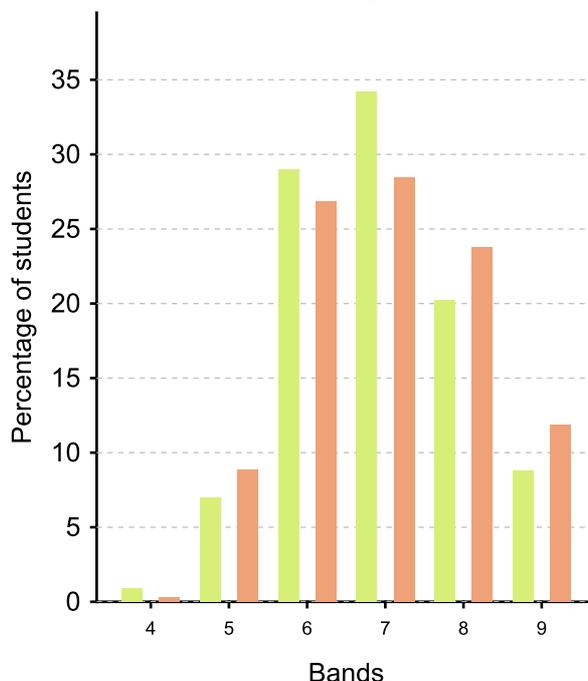
It's fantastic to see that both our Year 7 and Year 9 students are now achieving substantially above state averages, and individually, most students have made significant improvements on their previous tests ('Value Added' results), which is more evidence that success is within the grasp of all students!

These Year 7 results are almost identical to last year's record-breaking levels. They reflect substantial improvements in the Literacy measure of 'Reading' in particular, as well as in all areas of Numeracy.

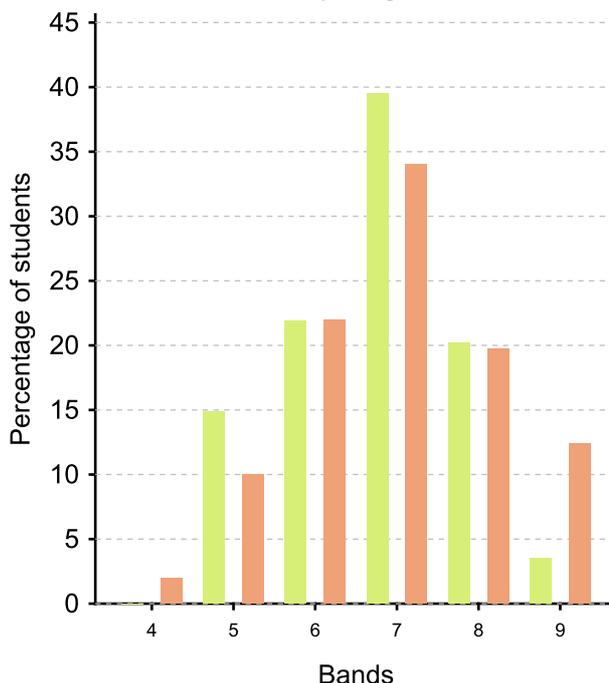
These Year 9 results are also pleasing. They reflect substantial improvements in all Literacy elements as well as in overall Numeracy. There will be a focus on writing within next year's literacy planning.

When compared to the State, Year 7 students received very pleasing Band results in all aspects of the test. In the Upper three Bands our Year 7 students did particularly well in the elements of 'overall Numeracy' (79%), 'Reading' (63%) and 'Grammar and Punctuation' (70%). These compared to 53%, 57% and 61% respectively of the state.

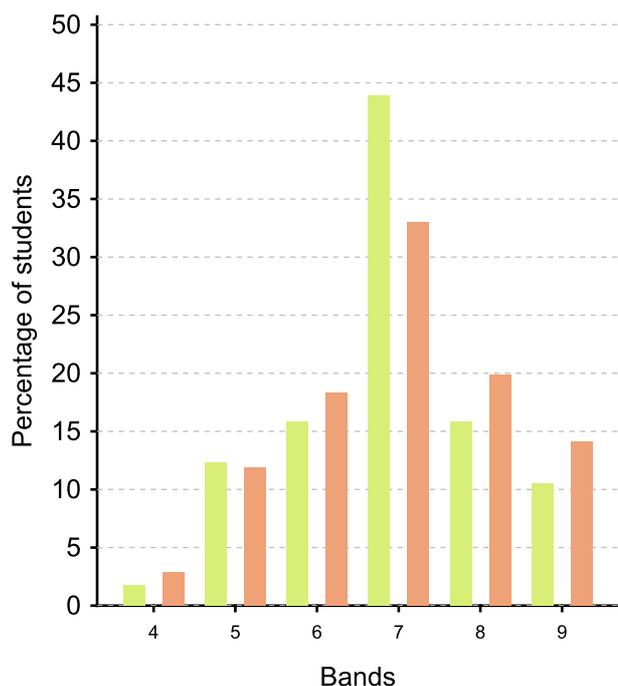
Percentage in bands:
Year 7 Reading



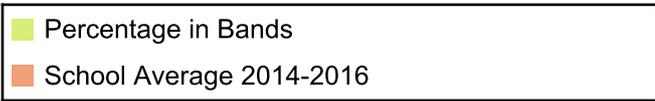
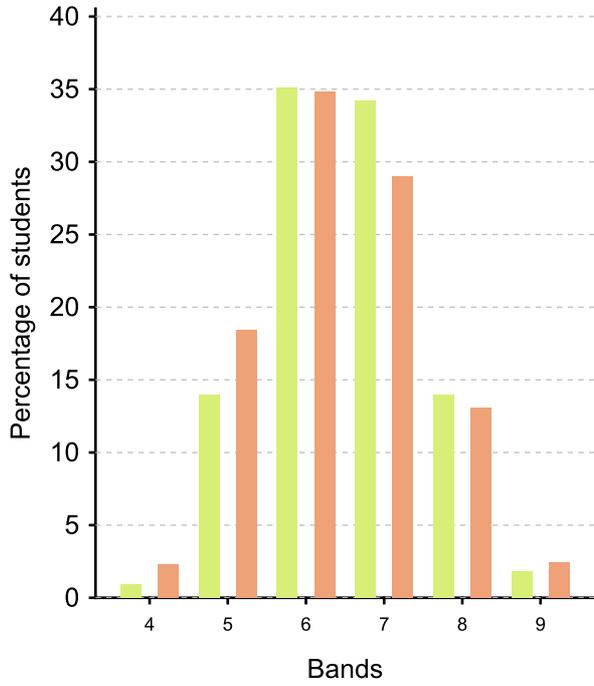
Percentage in bands:
Year 7 Spelling



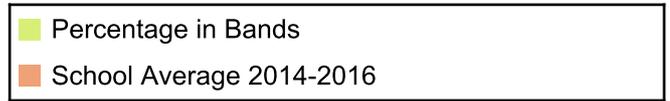
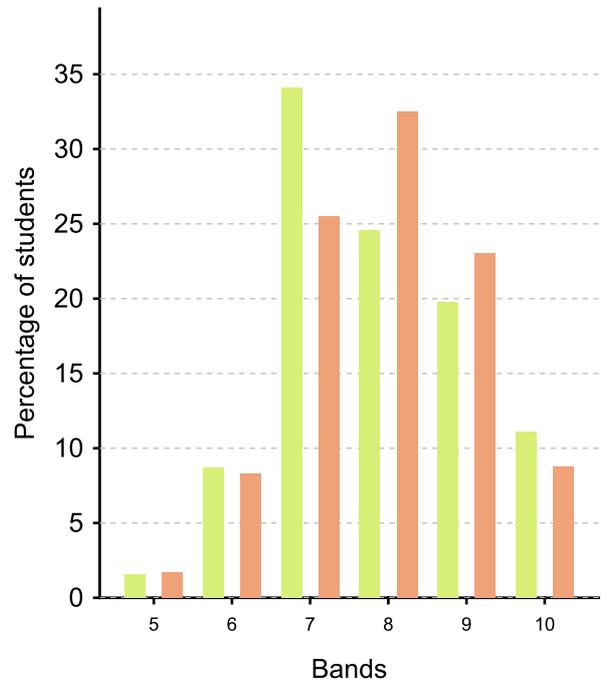
Percentage in bands:
Year 7 Grammar & Punctuation



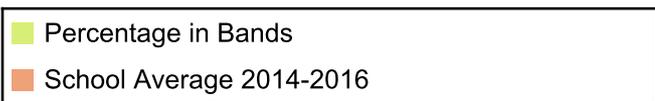
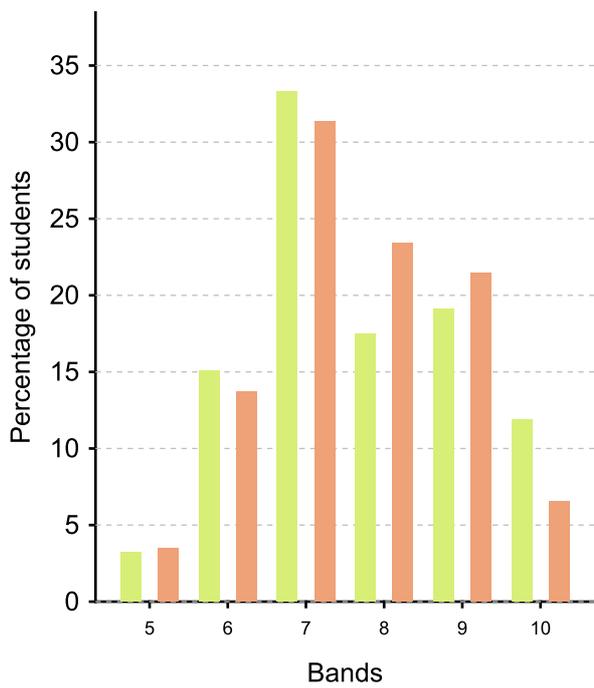
Percentage in bands:
Year 7 Writing



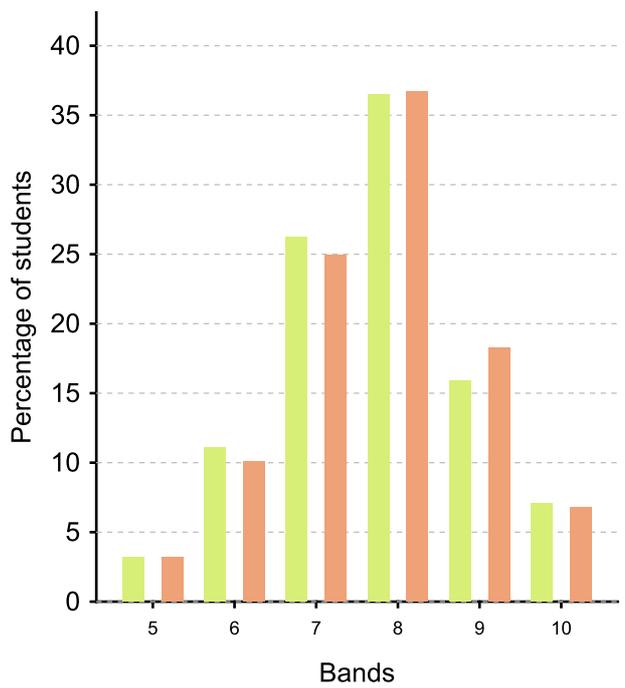
Percentage in bands:
Year 9 Reading



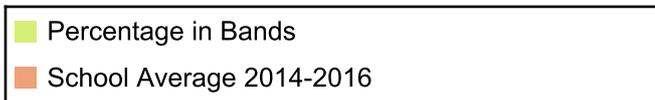
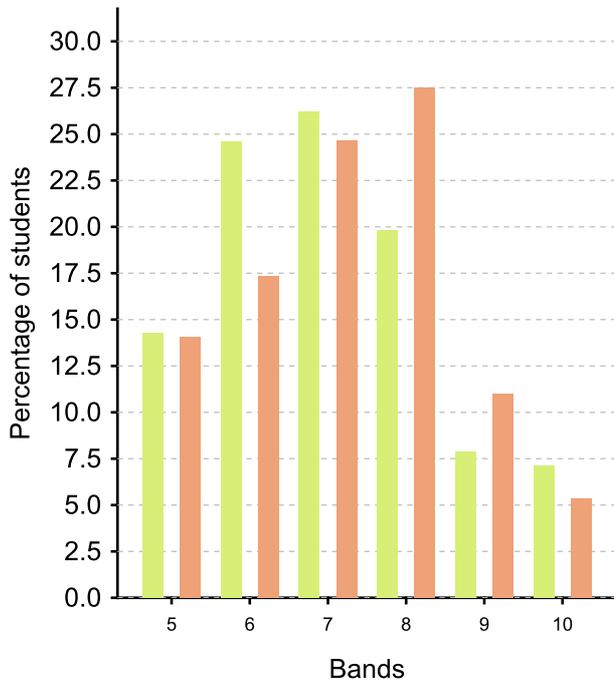
Percentage in bands:
Year 9 Grammar & Punctuation



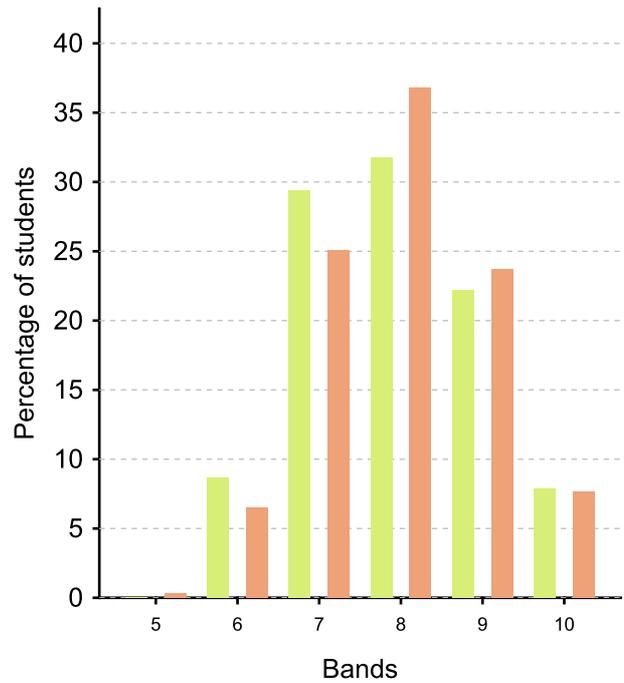
Percentage in bands:
Year 9 Spelling



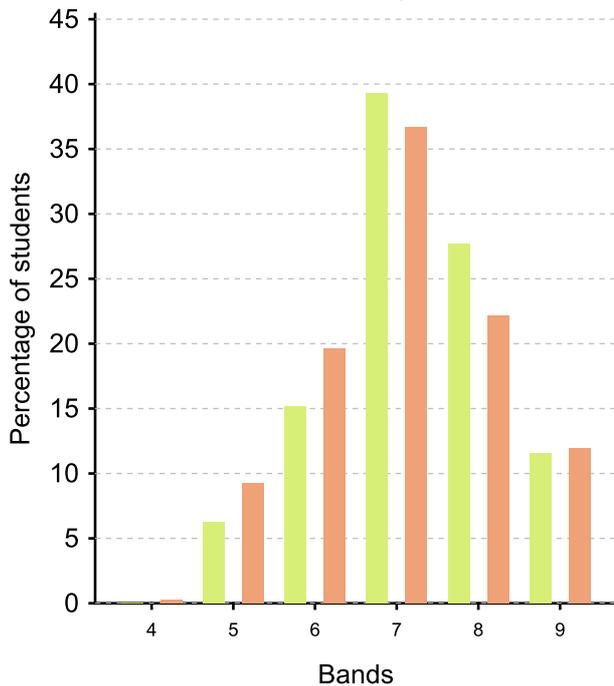
Percentage in bands:
Year 9 Writing



Percentage in bands:
Year 9 Numeracy



Percentage in bands:
Year 7 Numeracy



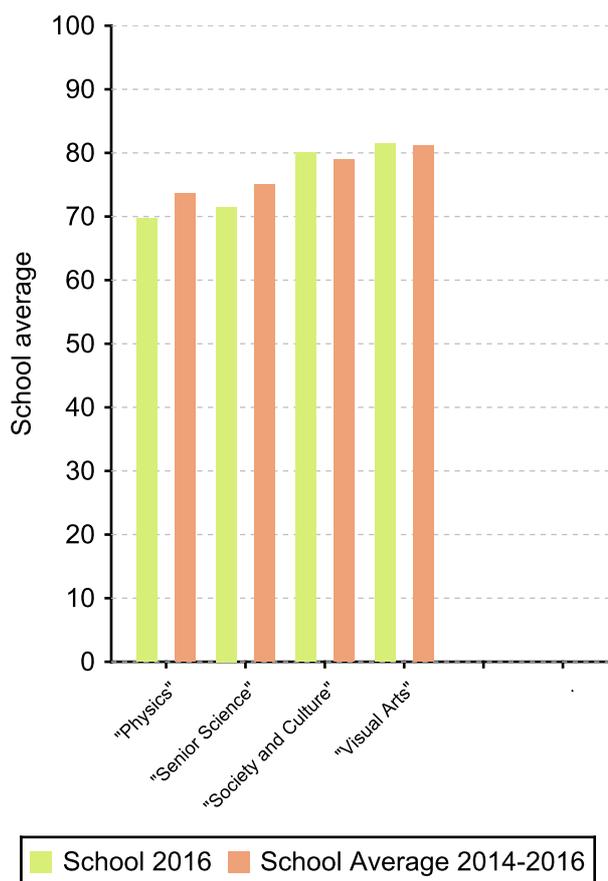
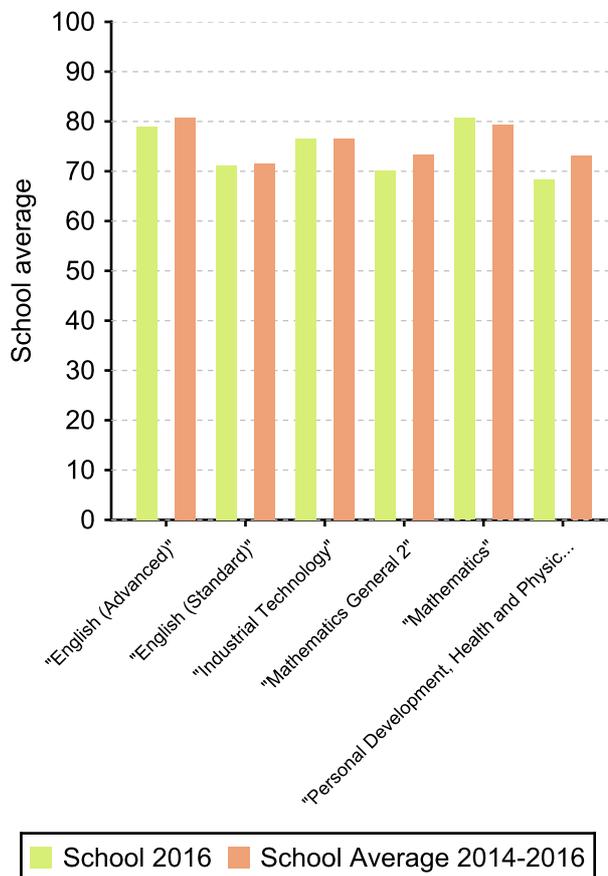
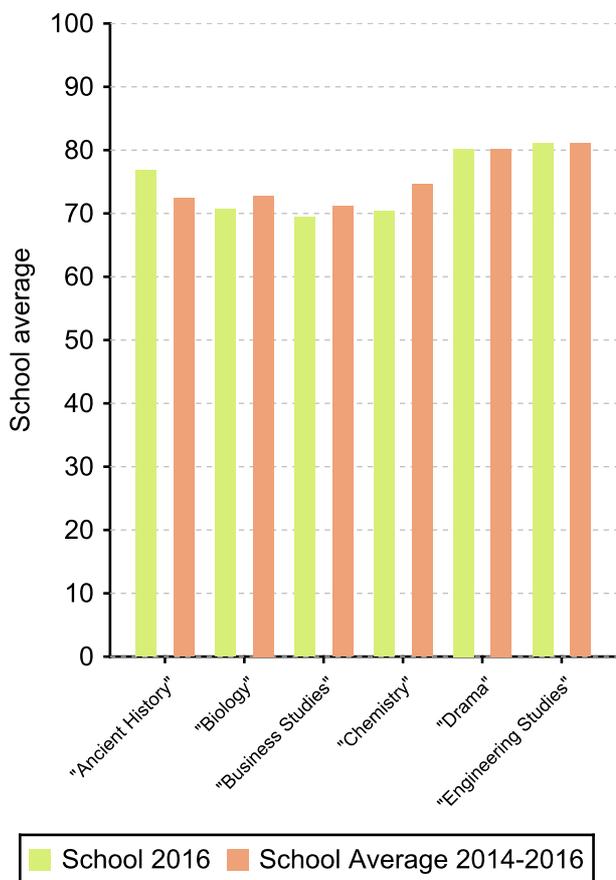
Higher School Certificate (HSC)

In the 2016 Higher School Certificate (HSC) examinations, Barrenjoey HS has received great results yet again. This is an effort that should make all students, staff, parents and community members justifiably proud.

- 84 Year 12 students sat for the HSC across 393 examinations and 19 accelerated Year 11 students sat their HSC in either Ancient History or Engineering Studies.
- 25 results (6.1%) were placed in the top band, Band 6. This is similar to last year and continues the solid results of the past 8 years.
- 142 results (34.5%) were in the second band, Band 5. This is the second highest for at least the last 15 years and only the third time ever to exceed the number of Band 4 results.
- 126 results (30.6%) were in the third band, Band 4.
- In total 71% of all HSC results were placed in the top three bands. This now means Barrenjoey students have been substantially above the state average for 9 years in the past decade, displaying terrific cultural improvements for all students.
- Of the 84 candidates, 16 students received results in the top band. That's approximately one in five students, and 51 received results in Band 5. This is an incredible display of student depth. 61% of students received scores in the top two
- On an individual level, 6 students (Sam Berry, Ruby De Smet, Matthew Gelabert, Ilana Johnson, Georgina Kibble & Rachael McGrath) were placed in the top band for a multiple of courses.
- Three students scored almost the perfect marks

for individual subjects: Rachael McGrath – 48 for Extension 2 English (max. 50), Jessica Holt 95 for French Beginners and Georgina Kibble – 95 for Textiles and Design.

- In total an incredible 9 students (11%) received all their results in the top two bands. This amounts to great recognition for their hard determined work.
- Furthermore and amazingly, 84 results were only one or two marks away from achieving at least one higher grade. A target that we will continue to set for next year's Year 12; to gain 2 extra marks in all that they are assessed on!
- Seventeen subjects (61%) achieved results above the State average but special mention must go to Ancient History, Engineering Studies, Industrial Technology – Timber, French (Beginners), and Music where subject results impressively scored more than 5% above the state mean.
- Congratulations to the students who have worked so hard this year and took 'up the challenge' of getting involved with the Tutoring Program, Study Skills and other initiatives, as well as working effectively in the Senior Study and taking the Reporting and Interview processes so seriously.
- Congratulations to the sensationally talented HSC teaching staff who have worked so diligently with the students throughout 2016.



Parent/caregiver, student, teacher satisfaction

Parents, students and staff were given the opportunity to provide feedback on a number of subjects across the year.

Bring Your Own Device

50% of staff bring their own devices for use in the classroom. These devices are split 50/50 by the type of operating systems being used (Windows/iOS). Staff report that the main use for student BYOD is research within the classrooms.

The majority of students who have a laptop bring them to school on a daily basis. Of the students who do not bring their devices in each day, reasons include technological issues, weight and they feel that devices can be borrowed from the school. The majority of operating system preferred among the students was iOS. Students are more likely to access their DEC email than the Student Portal (provided through third party software).

Flexible Learning Day

In 2016 we instigated the Year 11 Flexible Learning Day. Year 11 did not have regular timetabled lessons on Tuesday of week A, instead they participated in numerous voluntary programs ranging from Study Skills to Literacy Workshops. The Flexible Learning Day was a first for Barrenjoey, and an attempt at delivering innovative education in a challenging environment. Throughout 2016, Year 11 students accessed many of these programs. We reviewed the success of this program and held numerous discussions regarding the Year 11 Flexible Learning Day.

In considering the future of this initiative, a number of surveys were conducted. Initially, all Year 11 students were interviewed when they received their Semester One Reports with one of the questions asked relating to their view of the Flexible Learning Day. Secondly we formally surveyed staff, students and parents about the program. All three parties were strongly in favour of the Flexible Learning Day with more than 80% of students (61 Year 11 students) liking the day. Results of the surveys also indicated that students were largely using the day wisely for various school-based reasons and not using it for paid employment. This is a great result for the initiative, hence the decision to roll it out to both senior year cohorts from 2017.

Policy requirements

Aboriginal education

Barrenjoey High School is committed to improving the education outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education.

KLA's across the school have programmed units of

work to include Aboriginal cross curriculum content throughout.

On Saturday November 5th 2016 Barrenjoey students were awarded certificates at the Met-North Regional AECG Achievement Awards 2016 held at Gawura Aboriginal Learning Centre, TAFE NSW – Northern Sydney Institute, Northern Beaches

Barrenjoey aboriginal students attended Wheeler Heights Public School on Thursday 22nd September and participated in a variety of activities including Indigenous Art, Dance with Darug man Gerard McMinn (Ged), Storytelling and camping out under the stars.

On 21st September 2016 the PCS held an Art Exhibition "Through Our Eyes" at Wheeler Heights Public School in celebration of the 'Guringai Festival', showcasing student artwork by Barrenjoey Year 10 Graphic Arts Students celebrating Naidoc Week as part of our Naidoc Week celebrations.

On 7th September 2016 Visual Arts and Photography students attended an excursion with indigenous guide to one of Sydney's most archaeologically significant sites, Angophora Reserve Avalon.

Barrenjoey Aboriginal students attended a special NAIDOC performance and dance workshop at Australia's leading Aboriginal and Torres Strait Islander Dance College, on the 30th June 2016 on the Central Coast.

A student meeting group coordinated by a member of staff, meet on a regular basis throughout the year with a view to;

- create individual Learning Plans for all Aboriginal students attending Barrenjoey High School.
- provide individual mentoring programs for Aboriginal students at risk.

Multicultural and anti-racism education

There is a school wide emphasis on ensuring that all faculties include appropriate multicultural perspectives in teaching and learning programs.

As a school we celebrated our cultural diversity through Harmony Day.

Students at Barrenjoey High School may choose to study Japanese or French throughout Stages 4 or 5. We also have many students throughout Stage 6 studying various languages through Open High School.

Barrenjoey High School has one trained Anti-racism Contact Officer whose role includes developing student awareness of the processes for dealing with any instances of racism and promoting the value of an inclusive school community.

Other school programs

CAPA

- **Tasmanian Band Tour** – Fifty nine students from the combined Barrenjoey High School Bands including the symphonic wind ensemble, jazz combos, rock band, soloists and acapella group embarked on a 10 day tour of Tasmania. A range of performance and workshop opportunities was organized by John Stone to showcase their talents. They showcased the broad scope of talent when performing at the iconic MONA Gallery, the Salamanca markets and at a number of primary and high schools. The final tour performance included the Symphonic Wind Orchestra playing the haunting “Southern Hymn” in the convict church at historic Port Arthur led by their talented conductor Josh Hughes.
- **Showcasing our talented musicians at our local Primary Schools** – Bilgola Plateau Public school band program held a Spring showcase for parents and friends. They filled the hall with wonderful music and an appreciative audience. BHS Concert band gave an outstanding performance.
- **‘Meet the Music’** – Years 7 and 8 had the pleasure of attending this annual event where Mr Stone and the school’s concert and stage bands present to the junior students. This year Barrenjoey’s Concert Band Director, Josh Hughes and the Stage Band’s Conductor Andrew Funnell put on quite a show. The audience was treated to an aural masterclass as each instrument was highlighted so that its unique sound could be clearly heard and then the bands played both classical and jazz pieces. The students benefited greatly from this event, increasing their appreciation of the sound that the combined bands were able to create.
- **Flexi day VISUAL ARTS** – The Yr11 Flexi Day Visual Arts Workshop was held for the very talented and motivated students working toward their Portraiture assessment. Most students worked from a photograph and have explored and developed new skills leading up to this extended studio experience. Students captured not only the sitter’s appearance but also the character of that person.
- **Portrait Success** – Congratulations to our talented Barrenjoey winners of the 2nd Northern Beaches Youth Portraiture Painting Prize at the **If u like ART** studio.. Excellence goes to Ella Goldsmid who completed Year 9 Visual Arts in 2015 and WON 1st prize of \$300 in the 10–15 age group. Great work to Year 11 Visual Arts students Trystan Ziemer and Lilla Obradovic who both won encouragement awards of \$150 each in the 16+ age group and to the finalists Mali Hole, Claire Goozee and Zara Coburn.
- **‘MAGIC’ DARKROOM DAY** – Year 12 Photography students attended an excursion to professional photographer Sally Mayman’s darkroom. Many new photographic techniques and processes were learnt, including developing of film, pinhole cameras, proof sheeting and enlargements.
- **Mural Painting** – Year 8 Visual Arts Extension completed the new mural for the canteen. The students completed designs in class based on a water theme. Each bubble is the work of an individual student. They were under the guidance of their teacher Mr Andrews and local artist Guy Hawson. The mural has now been finished and transforms the space for the next few years.
- **YR7 Extension class artwork** – Students have used the contemporary Barrenjoey story of the dawn lighthouse walk to reflect the 2016 ‘DREAM BIG’ theme. As this is the first year group to begin and end their school journey with this symbolic walk. The creative and sporting achievements layered over the lighthouse highlight the strengths of our school and aim to inspire those to come. The poster has been displayed at Sydney Olympic Park and Central Railway Stations. Their entry is titled “Lighthouse Dreaming”.
- **HSC DRAMA SHOWCASE** – The Year 12 HSC Drama Class performed their Major Works in front of family, friends and invited guests at The Drama Showcase. The class put on two terrific shows, performed both their Monologues and Group Performances on various themes through comedy as well as dramatic representations. The audience was clearly engaged, crying and laughing with the performers. Well done to all those involved, as the result was clearly the sum of many dedicated hours of practice.
- **Senior MADD/TAS Night** – MADDTas evening for 2016 is an opportunity to display the talents of Barrenjoey’s students in the fields of Music, Art, Drama and Design & Technology. It’s worth noting that more than 75% of our students choose HSC courses that contain a Major Work, with approx. 35% doing two of these courses. This is testament to the creativity of our students and the physicality they bring to their HSC studies. Their works are the result of effort, application, vision, practice, determination and imagination over a sustained period of time. The student’s artistic and creative growth paralleled their emotional maturity that was easily reflected in their Major Works. Both the Jazz Combo and the Concert Big Band played and wowed the audience with their technical abilities and ‘tight’ sounds. The people’s choice awards this year were awarded to Bell Campbell for her dream photographs in Visual arts, Kenyon Batterson for his photographic book and Olly Verrills for his hammock.
- **Junior MADD/TAS Night** – Barrenjoey’s Junior MADDTas evening was an opportunity to display quality work not just in Visual Arts and Photography but also in Music, Band, IT –Timber, Design & Technology, Drama, Food Technology, IT – Multimedia, Textiles and Dance. MADDTas Nights have become events that any school community would be incredibly proud of. To all the talented students for producing each individual piece, whatever its medium,– you continue to surprise and inspire. This year a matinee was presented to over 400 students from Avalon and Bilgola Public Schools.
- **Peninsula Community of Schools** – As part of

Naidoc Week, PCS held an Art Exhibition "Through Our Eyes" at Wheeler Heights Public School in celebration of the 'Guringai Festival', showcasing student artwork from Kindergarten to Year 6 as part of our Naidoc Week celebrations. BHS also exhibited NAIDOC posters for the event.

- **Celebrating the essence of Avalon Beach**
– Barrenjoey High School students were part of the highly successful cultural mapping project. High quality vocal and instrumental performances on stage as well as 2D and 3D artworks on display in the Avalon REC centre. The Year 9 Visual Arts and Photography students worked in collaboration with local artist/photographer Sally Mayman to capture what was important culturally in Avalon to them. The youth exhibition featured photographs, a multi-media presentation on three screens and a 360 degree virtual experience.

Duke Of Edinburgh Award Scheme

2016 was a big year for the Duke of Ed. program at Barrenjoey. We continued to see our numbers and interest increase within the school community and took in record numbers for our Bronze program.

Throughout 2016 the organisational baton was handed down from longtime stalwart Mick Moylan to Richard Ilsley. 2016 also saw some big changes in our routines, bringing in external coach companies for transport, primarily to ensure safety and ease the load on accompanying teachers. We also sought to change some of our tracks, the first being a highly successful Bronze expedition to Belanglo State Forest –and a particularly arduous trip through Brisbane Water National Park for the Silver test walk.

In 2016 we have over 50 students enlisted for their Bronze award, 30 plus for their Silver and almost 30 doing their Gold. The program is based around self-paced improvement, community service and expeditions. At some point throughout the program the students will be in a situation where they need to problem solve, learn to be resilient and learn to take a more active role in their community.

Sport

2016 was another great year for Sporting achievement at Barrenjoey High School. Teams were formed and contested CHS Knockout competitions in Netball, Rugby League, Rugby Union, Soccer, Tennis and Touch Football with varied success and much experience for future competitions. Students also trialed and represented Barrenjoey High School in individual sports at Regional, State and National Level in Athletics, Cricket, Cross Country, Sailing, Snowboarding, Surfing, Swimming and Triathlon.

In the Warringah Zone Grade Sport competition, held every Wednesday in Terms 2 & 3, the Junior Boys Touch Football Team won their Superzone Grand Final against North Shore Zone Champions Davidson High.

The Sportsperson of the year awards are awarded to the student with the most combined points across all

the 3 major school sports carnivals (Athletics, Cross Country, Swimming) also their results at Warringah Zone, Sydney North Region, CHS, All schools and National plus any additional representative teams they may have qualified for.

The 2016 Sports person of the Year Award recipients are:

Junior Sportswoman: ASTRID OSBORN

Junior Sportsman: FERGUS COLE

Senior Sportswoman: ELLA COUSTON

Senior Sportsman: TOM COLLEY

Other Outstanding Sporting Achievements for 2016 were:

Sydney North Regional Representative at CHS Cross Country: Astrid Osborn

Sydney North Regional Representative at CHS Cross Country: Ella Batterson

Sydney North Regional Representative at CHS Cross Country: Fergus Cole

Sydney North Regional Representative at CHS Cross Country: Ishbel Graham

Sydney North Regional Representative at CHS Cross Country and NSW Representative at All Schools: Tom Colley

Sydney North Regional Representative at CHS Athletics: Ellie Kerr

Sydney North Regional Representative Tennis: Josh Baker

CHS Representative Cricket: Jonah Anderson

CHS Representative Sailing: Thomas Skinner

CHS Representative Snowboarding: Tamara Cowley

CHS Representative Snowboarding: Francesca Elder

CHS Representative Surfing: Darcy Crump

CHS Representative Surfing: Marlon Newling

CHS Representative Rugby Union: Finn Heath

CHS Representative Rugby Union: Tom Badger

CHS Representative Rugby Union: Ben Thomas

CHS Representative Touch Football: Ellie Kerr

Vocational Education & Training (VET)

Vocational Education and Training continues to be a success at Barrenjoey High School with courses in two

areas of study, as well as the initial operation of Stage 5 Hospitality – specialising in Food and Beverage. Hospitality– Kitchen Operations and Construction were offered in Years 11 and 12. In each framework a number of activities took place for students to obtain a holistic approach to their area of study.

Year 10 students were given the unique opportunity to not only develop skills for their Certificate 1 in Hospitality , but also run their own Sandbar Café, a purpose built café for the delivery of this course. Students worked weekly in the café giving them the real life experiences.

Year 12 Hospitality students participated in work placement which occurred in a variety of restaurants, cafes and clubs. This experience is invaluable for our students and compliments their in–school lessons. This class also experienced an invaluable insight into the sustainable running of The Red Lantern restaurant. Head chef Mark Jensen gave up his time to discuss how his restaurant focused on thinking about a sustainable future. This year Construction was offered at Barrenjoey High School and students had work placement in a number of jobs in this field. Students obtained their white card prior to working in this industry and work health and safety was paramount during their time in class.

The expertise and enthusiasm shown by teachers of Vocational Education and Training is always inspiring for our many students who choose to participate in a variety of fields of study. Barrenjoey High School will continue to expand in Vocational Education and Training in 2017.