Welcome back to school...

A message from the Principal...

Year 8

On Tuesday it was lovely to welcome our new Year 8 students to the school. They exuded enthusiasm, happiness and a desire to get started at high school. I particularly want to commend you for your student’s personal presentation. When you look good, you feel good and the students presented as being a credit to their families. On Wednesday 12 February, the school will be hosting a Year 8 family BBQ. This is a chance to find out a little bit more about high school, meet teachers, meet your child’s new friends and their families. The evening starts at 5:30 pm and concludes at 7:30 pm.
Year 12 Results 2013

Congratulations to the Year 12s who produced outstanding academic results. The following students attained an OP1-5. 13.9% of OP eligible students received an OP1-5, up from 10.3% in 2010.

Jessica Dunphy OP1 - UQ Bachelor Arts and Economics. UQ School of Economics Undergraduate Scholarship

Jacob Denaro OP 2 – not contactable at present

Macarra Berthaly-Maryn OP3 - UQ Bachelor of Psychological Science

Zhu Zhu Chen OP3 – not contactable at present

Emma Clignet OP3 – UQ Bachelor of Pharmacy. UQ Link scholarship

Eliza McKecknie OP3 – UQ Bachelor Engineering. Taoist Temple Bursary

Nick Williams OP3 – UQ Bachelor of Advanced Science

Jack Cairns OP4 – UQ Bachelor Engineering and Business Management

Conor Mewburn OP4 – QUT Bachelor of Music

Eryn Heddle OP5 – USC Bachelor of Law

Chloe Jennings Commons OP5 – QUT Bachelor of Business

90.6% of the total cohort attained their QCE, up from 67.8% in 2010.

Year 11 and 12 laptop program

All Year 11 and 12 students will need a laptop in order to engage in the curriculum. This means they must pay $150 and return their Laptop Charter Agreement form by the end of this week. This is an absolute priority to ensure all Year 11 and 12 get an excellent start to the school year.

Mrs Jeanette Gentle PRINCIPAL

Talk to your teens about controlling their information. Encourage them to be selective about what they share by customising the recipients of their posts. Activities on Facebook, including the applications they use and games they play, can be viewed by others outside of their friend circle unless they specifically restrict the post to their friends. Teach what’s appropriate.

Sandgate DSHS is on Facebook. Click here to follow the official page.
What's On 27 January - 14 February

**Week 1**

- Monday 27 January 2014 | Australia Day Public Holiday
- Tuesday 28 January 2014 | Year 8 & Senior Leaders Return to School
- Tuesday 28 January 2014 | **ENewsletter**
- Wednesday 29 January 2014 | Years 9 - 12 Return to School

**Week 2**

- Monday 3 February 2014 | Year 12 Leadership Camp
- Tuesday 4 February 2014 | Year 12 Leadership Camp
- Wednesday 5 February 2014 | Year 12 Leadership Camp
- Friday 7 February 2014 | **Year 12 Senior Induction**

**Week 3**

- Monday 10 February 2014 | **Swimming Carnival**
- Tuesday 11 February 2014 | **ENewsletter**
- Wednesday 12 February 2014 | Year 11 | Ancient History | Abbey Museum
- Wednesday 12 February 2014 | **Welcome Year 8 Families BBQ**

[CLICK HERE](http://publish.newsserv.com.au/epublisher/printfriendly.php?id=214748449528&scho... 29/01/2014) TO VIEW OUR CAFE IBIS MENU
Sandgate DSHS 2013 Graduate Results

2013 saw Sandgate District State High School students achieve the school’s best OP 1-5 results in close to twenty years further improving on our excellent 2012 results.

Students have been successful in gaining access to a range of university degrees including Law, Pharmacy, Engineering, Psychological Science, Science, Economics, Business Management and Music.

Our graduating cohort were also successful in setting a school record with over 91% of students receiving their Queensland Certificate of Education fulfilling the school’s expectation for each student “Be Your Best”.

Jim O’Neill | Deputy Principal
Calculating Overall Positions (OPs)
The basic principles
Overall Positions (OPs)

What is an OP?

Overall Positions (OPs) are a statewide rank order of students based on their achievement in Authority subjects. They show how well students performed in their senior studies, compared with the performance of all other students in the State. These comparisons take into account that different students have different subjects and attend different schools.

Each student receives one OP. The OP is a position in a rank order (first, second, third, etc.), not a score.

There are 25 OPs, from OP1 (highest performance) to OP25 (lowest performance). Many students receive the same OP, because each OP represents a group of students whose achievements are comparable enough to place them in the same band.

How are OPs used?

OPs are used in the tertiary selection process. They are used by most tertiary institutions as a basis for making selections among applicants for a course when there are more eligible applicants than quota places for that course.

OPs provide the most equitable way of comparing overall achievement in Authority subjects among school-leavers.

There is no requirement for tertiary institutions to use OPs to select students, and many alternative grounds for selection are used such as auditions, portfolios, interviews and, in the case of non-school-leavers, alternative qualifications. It is also possible for school-leavers to enter some tertiary courses, generally courses in vocational education and training, without an OP.

Who receives an OP?

To gain an OP, a student must study a certain number of Authority subjects and satisfy other requirements. The basic eligibility requirement is 20 semester units in Authority subjects, with at least three subjects taken for four semesters.

Each completed semester of a subject gives a student one unit of credit; studying a subject for four semesters gives four units; therefore, taking five subjects for four semesters gives 20 units.

Students are also required to complete Year 12 and sit the Queensland Core Skills (QCS) Test. In special cases, such as illness, these requirements may be waived.

The restriction to Authority subjects is based on their acceptance as appropriate preparation for university studies, especially in terms of their emphasis on academic content and skills. Students’ achievements in these subjects are moderated, ensuring standards across the State are similar. Many students opt to be ineligible for an OP by choosing non-Authority subjects.

Levels of achievement

OP calculations begin with students’ results in the subjects they have studied. Results in each subject are reported on the Senior Statement in terms of five levels of achievement:

- Very High Achievement
- High Achievement
- Sound Achievement
- Limited Achievement
- Very Limited Achievement.

These results are awarded according to specified standards and are verified through statewide moderation.

Each level of achievement covers a range of achievement. This means that levels of achievement are too broad for calculating OPs. To calculate OPs, fine-grained comparisons of student achievement are necessary.

These comparisons are provided by Subject Achievement Indicators (SAIs).
Subject achievement indicators (SAIs)

What are SAIs?
SAIs show one student's achievement in relation to the achievement of other students in that subject in that school. Each OP-eligible student is awarded an SAI for each subject studied. Students who are ineligible for an OP are not awarded SAIs and are not included in any OP calculations.

The group of students studying a particular subject in a particular school is called a "subject-group".

For large subject-groups (14 OP-eligible students or more studying that subject in that school), SAIs range from 400 (highest performing student in that subject in that school regardless of the level of achievement) to 200 (lowest performing student in that subject in that school regardless of the level of achievement). This range of numbers from 400 to 200 is used simply to compare the achievement of students in the subject-group. It is not a calculation or a conversion of any kind.

For small and intermediate subject-groups (fewer than 14 OP-eligible students), SAIs are expressed in terms of "levels" (level of achievement) and "rung" (on a ladder of ten equal steps within the level of achievement); for example, IAS, SAI for small and intermediate subject-groups are scaled differently to SAIs for large subject-groups.

The subject-group SAIs show the student ranking ("order") from highest to lowest and also the relative separations ("steps") between students in that subject in that school. Students with similar achievement have SAIs that are close together, and students with dissimilar achievement have SAIs that are further apart. Students whose achievements are of the exactly same standard are allocated the same SAI.

Levels of achievement (i.e. VAH) are determined before SAIs are awarded. SAIs must be consistent with those levels of achievement.

A student with a lower level of achievement cannot be ranked ahead of a student with a higher level of achievement. However, students with the same level of achievement may be awarded different SAIs if the quality of their achievement is different. Some students with different but adjacent levels of achievement may have fairly similar SAIs.

How do students find out their SAIs?
Schools are encouraged to tell students about the importance of SAIs. Schools are also required to display final SAIs for every subject so that students can check that their results accord with their expectations. Students and parents/carers are encouraged to examine SAIs and discuss any queries they may have with teachers and school administration.

Does QSA check SAIs?
Schools submit their subject-group SAIs to the Queensland Studies Authority (QSA). QSA checks the SAIs, then undertakes all the scaling calculations leading to OPs.

Within-school scaling

How are subject-groups compared within each school?
The first stage of scaling, the within-school stage, makes it possible to compare the achievement of students in one subject in a school with the achievement of students in other subjects in the same school.

It produces a single rank order within each school.

A standard baseline of comparison is needed for the first stage of scaling. This is provided by the QCS test. This test is designed to measure achievement on the common curriculum Elements (CCEs) underpinning Authority subjects, independent of specific subject content. QCS test scores provide a measure of achievement across the curriculum and can be used as a basis for comparing different groups of students.

The other measure of achievement across the curriculum for each student within a school is derived directly from SAIs, by interpreting these results as "wins" and "losses" against other students in the school. This measure is called the Within School Measure (WSM).

The WSM is used to determine what emphasis is placed on each student's QCS Test result.
in the scaling. If a student's performance on the QCS Test is different from that student's overall achievement, as indicated by the WSM, then the QCS Test performance is down-weighted and contributes less to the group calculations.

If a student has an "off day" on the day of the test, this does not affect the validity of the scaling for subjects taken by that student. Similarly, a student who performs well on the test but has not achieved well in school does not contribute an unfair "boost" to other students in subjects taken by that student.

In the within-school stage of scaling, the average and spread of the subject-group SAs are reset (scaled) to that group's average and spread of performance on the QCS Test. That is, the range of subject-group SAs is mapped onto the range of scores obtained by those students on the QCS Test. These new numbers are referred to as "scaled SAs". This is illustrated in Figure 1.

The relative "order" and "gaps" are retained; only the scale is changed. This change involves sliding (the average is lower) and shrinking (the spread is smaller) the set of SAs. Because the subjectwise range of scaling scores derived from the QCS Test runs from about 7/5 to about 27.5 (technically: mean = 17.5; mean difference = 25), the scaled SAs for any single subject-group will be within this range.

**How are small and intermediate subject-groups scaled?**

The standard scaling process is inappropriate for small subject-groups, as there is insufficient data and the results would be unstable. Small subject-groups (fewer than ten OP-eligible students) are scaled by comparing them with all large subject-groups in that subject (or similar subjects).

For every large subject-group in the subject, the scaled SA boundary values relating to each level of achievement are found. These boundary values are then averaged across the State to produce a scale of boundary values for small subject-groups. The small subject-group "level" and "rung" SAs are then inserted between these boundary values to produce small subject-group scaled SAs directly.

SAs for intermediate groups (10 to 13 OP-eligible students) are scaled by both small subject-group and large subject-group methods and the two results are averaged.
How is a single rank order calculated within each school?

Once scaled SAIs have been produced, they can be compared across all subjects within a school. Scaled SAIs show how well a student has performed when compared with the overall performance of all other students in the school.

Scaled SAIs only allow comparison of achievement between subjects within a school and do not allow comparison of achievement between schools within a subject.

To produce a single rank order of students within a school, an Overall Achievement Indicator (OAI) is calculated.

The OAI indicates how well a student has performed across the Years 11 and 12 curriculum of Authority subjects, compared with all other students in the same school. The OAs indicate a rank order for all OP-eligible students within the school. It shows their overall achievement relative to all other students in the school regardless of the combination of subjects each student took.

The OAI is determined using a student’s best scaled SAIs, across 20 semester units. For most students this means their best five subjects taken for the four semesters. However, students may take some subjects for one, two, three or four semesters and their results need to be used in proportion to the number of semesters.

In calculating the OAs, subjects count equally. The calculations are based on the best “100-weighted semester units”, where every subject is given a weight of 5. That is, all scaled SAIs are multiplied by 5.

Between-school scaling

How are the school rank orders compared across schools?

The second stage of scaling, the between-school stage, allows rank orders to be compared across all schools. For large schools (more than 19 OP-eligible students) the average and spread of the OAs for each school are used (scaled) to the average and spread of QCE Test scores for all the students in that school. The emphasis to be given to each student’s QCE Test score again depends on its agreement with that student’s WSM. The calculation of scaled OAs is similar to the calculation of scaled SAIs. This time the group is all OP-eligible students in the school, not just the OP-eligible students in one subject, but the principle is the same.

For small schools (fewer than 16 OP-eligible students) there is no second stage of scaling, that is, scaled OAs = OAs. For intermediate schools (from 16 to 19 OP-eligible students), a combination of small school and large school methods is used. The emphasis given to each method depends on the number of students.

Scaled OAs provide a single rank order for the whole State. These scaled OAs compare each student with all other students in the State, regardless of their combination of subjects and regardless of the school attended.

Final OP allocation

Scaled OAs place students in a single rank order across the whole State. However, they are calculated to a greater degree of precision than it is reasonable to report.

Students are “banded” together into OP bands. This ensures students who have performed very similarly are not falsely reported as being very different. Banding also ensures that the results are relatively stable and not vulnerable to minor uncertainties in subject results.

The cut-off for each OP is set each year so that there is approximate comparability with the standard of performance required to reach that OP in the previous year. This means that OPs are directly comparable from year to year.
Important things to remember

- Scaling is not a substitute for moderation. Scaling is not concerned with comparing results within a subject across schools. In fact, the scaling process assumes that the subject results are already well moderated.

- In all the calculations for OPs, only those students eligible for an OP are included. Ineligible students are not included in any of the calculations. They will not receive any SAI.

- Students who are ineligible for an OP may sit for the QCS Test and receive a QCS Test grade on their Senior Statement. Their QCS Test result will not, however, be included in any scaling calculations.

- A student’s own QCS Test result contributes to the calculation of group averages and spreads but does not directly contribute to that student’s OP. For example, getting an A on the QCS Test does not guarantee an OP.

- Top and bottom students in each subject in each school are arbitrarily assigned 400 and 200 respectively regardless of their actual level of achievement. For example, a 400 in French cannot be compared with a 400 in Physical Education. This is simply a standard way of capturing the “order” and “gaps” for those students.

- SAI s are displayed within each school but are not otherwise publicly available. It is meaningless to compare large-group SAI s across schools since they are on an arbitrary scale (400–200 for all subjects in all schools). A student assigned the 400 may have achieved a VHA, but they might have achieved a lower level of achievement. As long as they are the highest achieving student in the subject group, they will receive an SAI of 400. Similarly, the student assigned an SAI of 200 will always be the lowest achieving student, regardless of whether their level of achievement is a VLA or VHA.

- Scaled SAI s, QAI s and scaled QAI s are also not publicly available since they are merely interim results in the calculation process and have no useful meaning outside that process. Only OPs are reported as these are the only interpretable and justifiable outcome of the calculations.

- OPs cannot be predicted accurately from levels of achievement. One reason is that levels of achievement provide only a broad measure of achievement whereas OPs are based on finer comparisons (provided by the SAI s).

- Two students in the same school studying exactly the same subjects and obtaining exactly the same SAI s will receive the same OP.

- Schools may have very different proportions of students in each OP band. These proportions depend on the achievement of the students. There is no predetermined allocation of OPs to schools. OPs are awarded to students, not to schools.
Chinese New Year to go off with a bang

A MASSIVE celebration will take place at the Evergreen Taoist Church in Deagon this Thursday, 30th January with Chinese New Year Performances, fireworks and fun.

The lunar new year starts with a bang on Thursday from 8.30pm with performances by Lion Dance Association, Sandgate District State High School and Tia-Chi and Kung Fu Masters.

This is followed by important ceremonies for the first day of the Lunar New Year on Friday 31 January and the anticipated celebration of Jade Emperor's Birthday on Saturday February 8th, both from 10am.

The festivities continue for the anticipated celebration of Sheun Yuen Festival and Star Praising on Sunday 9 February, with prayers at 9am, greeting of Sheung Yuen Festival at 11.30am and then the performers return at midday.

Sandgate District State High School Patron, Sister Linda Yuen said the celebrations were very important and each year hundreds of people attend the Taoist Church in Deagon.
Cafe Ibis News - We Need Your Help

Welcome to 2014 at Café Ibis. We look forward to another year of providing “Smartchoices” food options for students and staff. To do this we need your help. Volunteering at Tuckshop is a great way to meet new people, get to know your child’s school and make a valuable contribution to the P & C Association. All profits from Café Ibis are directed back to the school community.

Any time (large or small) you can spare to lend us a hand would be appreciated. Give us a call on 38699840 or drop in to Café Ibis. We are on site from 7am til 2pm Monday to Friday.

We understand that life is busy and work commitments may not allow you to volunteer at Tuckshop.

Another way of assisting is to donate any of the following items. This will assist in reducing operational costs thereby helping to keep prices down. Donations can be left at Tuckshop.

- TIN BEETROOT SLICES
- PINEAPPLE PIECES
- TOMATO SAUCE
- ALFOIL
- BBQ SAUCE
- STRAWS
- PLASTIC TEASPOONS
- PLASTIC FORKS
- DISHWASHING LIQUID
- PAPER BAGS
- CHUX/SPONGES/SCOURERS
- PAPER TOWELS

Guidance Officer

Guidance Services are available at Sandgate District State High School every day for both students and their parents/carers. There are numerous issues that may arise and become a concern to our students and families. Whether these issues/problems are of a personal, educational or vocational nature, the counselling services through the Guidance Officer can be of assistance.

Information On Courses At School

Students sometimes have difficulty in choosing subjects which are compatible with their vocational and academic ambition. Advice is given to students which enables them to select subjects which are appropriate vocationally and which are most likely to lead to success in school.

Information On Job Opportunities

These days there is a bewildering array of occupational information available to students. The Guidance Officer’s chief aim here is to inform students on the vocational options open to them. Occupational choice should take into account both the level of academic ability and the student’s various interests and skill set.
Help With Personal Problems

Students’ personal problems sometimes intrude into school life. We may find that a particular student is unable to work at his/her best at school because of some upset, with its origins either external to the school environment or within the classroom itself. Students are encouraged to participate in solving these problems through the use of a variety of coping strategies.

Parents can make appointments with the Guidance Officer by phoning 3869 9888. The Guidance Officer’s room is located in the Administration Building.

Mr Scott Wishart | School Guidance Officer

School Chaplain

A big welcome back and a special welcome to all the new students and parents to Sandgate High. We hope everybody had a great Christmas and New Year.

My name is Andy Pickard and I am the new School Chaplain at Sandgate DSHS.

What is a Chaplain’s role?

There are over five hundred chaplains in State schools across Qld. High school Chaplains are youth workers who are employed by Scripture Union and supported by the local churches and the local community. Our roles vary from school to school but our main roles are to support and encourage students. We do this through supporting the students, getting involved in the school community e.g. sport, classes, camps, Chappies Brekkie, lunch time programs, organising various speakers and teaching RE.

If you have any queries or need support of any kind, please do not hesitate to call me at school on 3869 9839. I can also be contacted by email on apick58@eq.edu.au

Mr Andy Pickard | School Chaplain

School Nurse

Hello, my name is Mandy Trempus, I am your School Based Youth Health Nurse.

I am employed by Queensland Health to work in partnership with the school as part of a support staff team which promotes positive health and wellbeing of young people, their families and the whole school community.

My role includes working within the school community on issues that may affect the health and wellbeing of young people and the school community.
This service provides:

- One to one consultations -- young people are our primary target group, however we do include parents and school staff.

Confidentiality is provided at the same level of any person who accesses a Queensland health service.

Consultations include comprehensive assessment, brief interventions, information, support and/or referral.

Some health related areas I can discuss with students or parents are:

- Eating and body image issues, behavioral changes that can affect one’s learning capacity i.e. Sleep disturbances, risk taking behaviors, stress, self-esteem, friendships at school and bullying, personal and family problems, growth and development, sexual health, alcohol and drug awareness, referrals or information in regards to community agencies

The other important area in my role is to assist in supporting students with health and social / emotional issues.

Students with general concerns, such as peer and family conflict, self-esteem, bullying, or needing information on health related issues may be referred straight to me.

I am at Sandgate on Mon, Tues and Wed and can be contacted via email: mtrem7@eq.edu.au or via the main office.

Mandy Trempus | School Nurse

School Based Police Officer

My name is Senior Constable Adrienne Harries and as a former student of Sandgate DSHS i am proud to be back as the school based Police Officer.

This position is a joint initiative of the Qld Police Service and Education Queensland, and aims at promoting a safe positive relationship between the school community and police.

I am situated in the Science Block upstairs in Room 11-07 and will be at the school every day from 8.30am to 3pm. I welcome students, parents and carers to come see me if you have any questions, policy issues, feel unsafe or just want to chat.
My role includes delivery of age appropriate lectures on laws, bullying, drug and alcohol awareness, personal safety and schoolies, to name a few. I work closely with the School Nurse, Guidance Officer, School Chaplain and Teachers to ensure the best all round health, safety and well being of each student.

I hope to get to know many of the students, parents and carers, and to build a rapport with you, and help provide a safe learning environment for all.

Senior Constable Adrienne Harries | School Based Police Officer

Year 8 Coordinator

I would like to welcome each and every Year 8 student, and their families, to Sandgate District State High School. Although I have met quite a few of you already, I would like to take the opportunity to introduce myself as the Year 8 Co-ordinator for 2014. My name is Emme Starkey and as Year 8 Co-ordinator, I will be working to assist and support our year 8 students as they embark on their first year of high school. To assist your family with this transition, I have complied a list of important dates for you to keep in mind this term.

February
Monday 10 February | Interhouse Swimming Carnival
Wednesday 12 February | Year 8 Welcome BBQ
Wednesday 26 - Friday 28 February | Year 8 Camp

March
Monday 3 March School Photographs
Friday 21 March Harmony Day
Thursday 27 March Year 8 Immunisations

I predict this year will be a new and exciting time for the year 8 students and I am thrilled to have this opportunity to work with them this year. I look forward to meeting with as many of you as possible at the Year 8 BBQ on the 12th February. If you have any concerns or queries, please do not hesitate to contact me on 3869 9842 or by email at estar36@eq.edu.au

Ms Starkey | Year 8 Year Level Coordinator
Year 12 Senior Induction
2014 Swimming Carnival

Sandgate DSHS will hold its annual inter house swimming carnival on Monday 10th February. This year’s carnival will be held here at the Sandgate DSHS Pool.

The day will be split into 2 sessions:
- **Session One**: 9 a.m. – 11.20 a.m. U13 (Year 8) and U14 (Year 9)
- **Session Two**: 12:00 p.m. – 3 p.m. U15 (Year 10) to Open

Important points to note:

- All students are expected to be in attendance at school on this day.
- Only those students participating in the swim events will be permitted in or around the pool deck.
  Non-participants will attend normal classes.
- Students MUST nominate to be a part of the day. Students are to self-nominate in the sports centre.
- There will be no cost associated with this year’s swimming carnival.
- Parents are welcome to attend the carnival to help support the athletes.
- It is expected those swimmers who come first or second in championship events will join the Sandgate High swim team and compete at the Central District Carnival.

**TIMES:** All students will attend Parade at **8.45am**

**9.00am** Year 8 and 9 students nominated to swim will move to pool.
Those not swimming will move to normal classes.
All Year 10 – 12 students go to normal classes.
**11.20am** – Morning Tea as normal for ALL students
**11.45am** – Period 3 as per normal for Year 8 and 9 Senior swimmers move to the pool area.
Those not participating in the carnival move to period 3.
**12.00pm** – Senior events will begin. (Students will not be permitted to leave for second break)
**3.00pm** – Events scheduled to conclude.

**WHAT TO WEAR:**

Students who are participating on the day are required to wear their Sports Uniform or House Colours to the Carnival.
Those not participating MUST wear full formal uniform as per a NORMAL Monday school day.
Enclosed sport shoes and socks are a requirement when not on the pool deck.

**Collins Devils** Red and White
**Hinkler Hornets** Light Blue and White
**Monash Minatours** Green and Yellow
**Story Spartans** Purple and Black

N.B. – No singlets, midriff tops and no derogatory or inappropriate slogan

**WHAT TO BRING:** Swimming togs, towel, lunch and sun protection.
Human Movement News

Welcome back Sandgate High to what will be another busy year for the Human Movements Faculty. Our faculty looks after curriculum for HPE, Senior PE, our Sport’s Academies, Interschool and Recreational Sport. First up on our agenda for 2014 is the school Inter-house swimming carnival on Monday 10th February. This event will be run at our school pool, and information regarding nominations will be passed on during our School Sport periods in Week 1: Tuesday (8 & 9), and Wednesday (10-12).

Key Sporting Dates for the first 2 weeks of school:

- Monday 10th February – Inter-house Swimming Carnival
- Tuesday 11th February – District Trials Volleyball 15 & Open (G & B)

Softball Open Girls

- Tuesday 18th February – District Swimming Carnival
- Wednesday 19th February – Round 1 Senior Sport
- Tuesday 25th February – Round 1 Junior Sport

All students are reminded that our school policy is hats must be worn and sunscreen applied for our outdoor activities. A water bottle is also a must for these classes.

Sports information will be passed on to students through announcements on Monday Assembly, written in student notices, and permission letters home for relevant activities. Don’t be afraid to knock on the Sports Hall Staffroom door to get assistance with specific information you may require.

Mrs Cameron | Human Movements Teacher

Subscribe to our ENewsletter

We are excited to introduce you to our interactive, graphically rich, full colour, professional electronic newsletter.

To receive this service you will need a computer with internet access and email.

If you would like to receive our newsletter electronically, please use the link below to add your contact details.


This link is also available on our School Website at www.sanddistshs.eq.edu.au

Paper copies are available for collection (each fortnight) from the student foyer, for families who do not have access to the internet.
Sandgate DSHS Online Communities

In 2012, Sandgate DSHS has launched into the 21st Century and have set up official Facebook and Twitter accounts. Regular updates from the school calendar and messages about upcoming events are fed into the social network. During the school closure in January this year, Twitter and Facebook served as a fundamental tool to keep the community up to the date with the flooding in surrounding areas. Direct links to the official Sandgate High Twitter and Facebook pages can be accessed through the school's website (http://sanddistshs.eq.edu.au/wcms/). Alternatively, please click on the links below to access the portals.

Community Notices
School Uniforms for Sale

Taslon track jacket – small - $20 VGC
Boys formal grey shorts – size 87 $5 VGC
Boys formal grey Shirt – size Medium - $5 VGC
Boys formal grey Shirt – size small - $5 VGC

Boys formal grey shirt – size 16 - $5 VGC
Boys formal grey shirt – size 16 $5
Please call 0409 871 164 (Jenny)

Give your child the best start in 2014!

Confident Kids is a fun, interactive group program for kids aged 5 – 14 years
designed to boost confidence, emotional resilience, social skills and brain power.
Kids learn simple strategies to reduce worries, anxiety, self-doubt or negative
thinking so they can achieve their full potential. The Confident Kids program provides
children with self-esteem tools to keep confidence steady and strong throughout
their life!

Program includes parent support and workshop. Facilitated by experienced psychologists
who are passionate about helping kids be all they can be. Places are limited so hurry.
Groups held at our Paddington clinic. Medicare and Private health fund rebates apply.

For more details visit www.confidentkidsandteens.com.au or email info@positivefamilies.com.au
for an Information pack, or phone us on 3368 1307.

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