Sandgate District State High School

ANNUAL REPORT
2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Sandgate District State High School is a comprehensive public school in the Northern Bayside suburbs of Brisbane. Established in 1960 Sandgate High has a proud history of providing an outstanding education for generations of local families many of which stay in the area and continue to support their local school.

The school vision **"Expanding Horizons"** informs and inspires a variety of programs throughout the high school experience of students by enabling them to reach their potential in a safe, supportive and disciplined learning community. An inclusive and engaging curriculum, along with respectful relationships between staff and students, form a foundation for effective learning and teaching.

"Be Respectful", "Be Work Ready", and "Be Your Best" are key values which underpin the clearly articulated and explicitly taught Expectations for students which then guide the school's practices.

https://schools.myschool.edu.au

Principal's Forward

Introduction

Welcome to Sandgate District State High School – where a culture of respect, our appreciation of diversity and our focus on participation leads our vision "Expanding Horizons" of every student.

This school report provides information on the following:
- School progress toward achieving its 2016 goals
- School Profile
- Curriculum offerings, including distinctive programs designed to meet the specific needs of our students
- The extensive array of extra-curricular opportunities available to our students
- The social climate of the school
- Parent, student and teacher satisfaction
- Reducing the school's environmental footprint
- Staff composition, teacher qualifications and a summary of professional development undertaken by our teaching staff
- Performance of students

School Progress towards its goals in 2016

1. Literacy

Strategies used in 2016 combined to increase the school's capacity to improve student outcomes:
- Multilit programs involved increased Teacher Aide hours for explicit work on literacy skills of students indentified by a variety of analysed data.
- Reading to learn strategies extended into Junior Secondary Science classrooms.
- Explicit Literacy skills (e.g.10 minute "starters") employed in all faculties across the school.

2. Pedogogy

Professional Development Aspects of S.W.P.B.S. program (e.g. VIVO Rewards and explicit lessons on expectations) used to link to Dimensions of Learning focus areas 2,3 and 4 to enhance consistency across the school.

Professional Development Aspects of Curiosity and Powerful Learning program (Theory of Action #5 Harness Learning Intentions, Narrative and Pace and #7 Frame Higher Order Questions) further enhanced consistent pedagogical practice across the school.

3. Data

- Junior Secondary class teachers used a variety of data sources to prepare and use data placemats for support student learning through a variety of differentiation strategies and programs.
- The development of a data room enhanced professional conversations for teachers of Junior Secondary classes.
- A variety of tracking processes monitored Senior Student progress towards high achievement including 100% Q.C.E.

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4.   Pathways

- A variety of complimentary programs through Senior Schooling led to a vast number of experiences, opportunities and partnerships to enhance student outcomes.
- Expanding horizons of students through University, TAFE, Traineeships, VET Qualifications and Work Placement provided an outstanding transition from school to the world beyond for students.

Future Outlook

Literacy - Continue implement of Reading to Learn in English and Science - Improve results of students below NMS through engagement in MultiLit program	- 100% of teachers in Science and English can use R2L - 100% of students below NMS improve	2017
Dimensions of Learning - DoL incorporated into planning and teaching - Focus on incorporating DOL planning for development of Australian Curriculum plans	- Observed consistent implementation of WALT, WILF and TIB in classrooms - Dimension 2 evident in all unit plans/Year plans	Sem 1 2017 Sem 2 2017
Using Data to Inform Teaching Practice - Introduce placemats in junior school - Professional development in analyzing data for differentiation - Use senior school tracking tools effectively	- All junior school teachers use placemats and data wall to inform planning and teaching - Minimum 98% of Year 12 students achieve their QCE	2017
Performance Development Plan (PDP) All staff identify one or two improvement goals during PDP interviews	All staff have a PDP uploaded in One School	2017
Pathways - Develop partnerships with TAFE, industry and Trade Skill providers - Partnerships with local universities to expand the horizon of our students	- Minimum of 90% of students to complete AQTF qualification - Students make informed decisions about post school destination	2017 Sem 1

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: 2016 No   (IPS 2017)

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	909	446	463	51	91%
2015*	1033	508	525	68	92%
2016	1044	492	552	72	94%

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

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

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

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

Characteristics of the Student Body

Overview

Sandgate DSHS is an urban school which draws its students predominantly from the surrounding Brisbane north-side suburbs of Aspley, Bald Hills, Boondall, Bracken Ridge, Brighton, Deagon, Geebung, Sandgate, Shorncliffe, Taigum and Zillmere. Many students travel to school via bus and train, cycle on bike ways or walk. The school has an ICSEA rating of 993 and a multicultural mix of students including Indigenous, Asian, South African, European, New Zealand and Pan Pacific. Many students come from local families, where parents and sometimes grandparents have attended the school.

The student body includes academically able students who aspire to university education and students seeking pathways through vocational education into work, apprenticeships/ traineeships or further post school training. For students with disability, the school offers a highly adjusted program, together with support of students in mainstream classes. Students with learning difficulties are supported either in class or by individual tutoring.

Students are friendly and get on well together. Senior Leaders and Junior School Representatives play an important role in the school modelling behaviour which reflects the school's three core values, encouraging all students to be active participants in the life of the school and organizing key events on the school calendar.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	24	22	23
Year 11 – Year 12	20	19	20

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

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Curriculum Delivery

Our Approach to Curriculum Delivery

Our distinctive curriculum offerings:

Academic Achievers Program: (Years 7-9) Students gain entry on the basis of their Year 6 results and their performance on an entry examination. Academic scholarships of $500 are awarded to 6 students entering the program. The Academic Achievers Program offers an academically challenging curriculum based on creative thinking and problem solving. Students work on challenging projects that develop higher-order thinking and deep understanding, and provide opportunities to work cooperatively to explore complex problems and arrive at reasoned, supported conclusions that they present imaginatively.

Immerse Information Technology: (Years 7-9) This program is designed to develop students who are confident communicators, increase a student's capacity to use technology to deliver information in an interactive and engaging way and develop, apply and critically evaluate ICT in the context of the core key learning areas of Mathematics, English, Science and Social Sciences.

Master Music Program: (Years 7-9) This program is designed to provide an advanced level music course to highly motivated students, extend students through performing, composing and acquiring accelerated knowledge of music and offer inspirational teaching, coaching and directing. The Master Music program complements the Instrumental Music Program giving students a wide range of performance opportunities.

Athlete Development Program: (Years 7-9) The Athlete Development Program is developed under the three pillars of Fitness, Health and Wellness in conjunction with the Australian curriculum. This program develops the whole athlete. It focuses on the general physical and mental development of athletes and enables them to transfer these skills and knowledge back to their desired sport. Students are exposed to physiotherapy, motivational speakers and high level coaching.

Academies of Sport: (Years 10-12) AFL, Rugby League, Netball, Soccer. The Academy programs are designed to provide students who have identified talent, or significant potential, with the opportunity to develop their skills and abilities in all facets of their chosen sport. Students are exposed to physiotherapy, motivational speakers and high-level coaching.

Vocational Education: (Years 10-12): An extensive array of VET options are offered at the school including:

- Work sampling, work experience, work inspiration programs
- VET components in Authority and Authority Registered subjects
- School based apprenticeships and traineeships
- TAFE in Schools Program

Literacy: (Years 7-12) Literacy is a school priority as parents, students and teachers are conscious of the need for students to be highly literate in a modern global community. Literacy is explicitly taught in all classes in all year levels. By embedding literacy in all subjects, literacy is taught in context and is consistently reinforced, assisting students to continually improve their level of literacy. All students are expected to practise hand writing every lesson in a writing journal. In English, there is a focus on the explicit teaching of reading, writing, comprehension, grammar and punctuation. Indigenous students receive support from literacy tutors, ESL students from an ESL teacher and students with learning difficulty from learning support teachers.

Numeracy/Mathematics: (Years 7 - 9) Numeracy is the second pillar of a sound general education. As such, the progress of students is tracked through the five years of their cohort using data to examine progress and areas of need. Benchmark data is gathered using Year 7 NAPLAN Results and the Year 9 NAPLAN results. Particular focus is given to those students who are identified as below the national benchmark. In the Australian Curriculum, students become numerate as they develop the knowledge and skills to use mathematics confidently across other learning areas at school and in their lives more broadly. Fundamental concepts relevant to all areas of Mathematics are embedded into each teaching episode through the use of an anticipatory set at the beginning of each Mathematics lesson. Numeracy requires students to recognise and understand the role of Mathematics in the world and possess both the disposition and capacity to use mathematical knowledge and skills purposefully. Adjusted learning experiences and assessment regimes are developed as required.

Co-curricular Activities

- Instrumental Program (Brass, String, Percussion, Symphonic Wind Ensemble, Stage Band, Small Ensembles)
- Public speaking (Debating, Lions Youth of the Year)
- Excursions (Music tour, Science trip to Canberra, Snow trip, Japan trip)
- Camps (Year 7, STEM, HPE, Senior Leaders, Music)
- Competitions (Word Perfect LOTE, Mathematics, Literacy, Eisteddfods, Music, Debating)
- Key school events (Harmony Day, athletics carnival, swimming carnival, cross country, Open Day)
- Volunteer program, charity project each year level
- Leadership program
- Interschool, regional, district, state and national representative sport.

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How Information and Communication Technologies are used to Assist Learning

Staff have been training in the use of OneNote for recording class notes and other Office programs for use in the classroom and planning. Faculties have explored the resources available in Learning Place, including C2C resources. Monitoring software is used to assist teaching in classroom. There has been a steady roll out of new organisational ICTs for the school that has required staff to retrain in use of operational ICTs throughout the year. This has focused on ensuring that the technology is working for teachers in the classroom so that they can rely on technology to enhance learning in the classroom.

Teachers have identified several areas of ICT development as part of the Performance Development Process. A school wide ICT professional development program has been delivered through the inclusion of an eLearning segment at every staff meeting.

Resources to assist digital learning include: mandatory 1:1 laptop program for the Senior School (Years 10-12) and 1:1 laptop programed for Year 7-9 Academic Achievers and Immerse IT students. Wireless connectivity is available throughout the school. All classrooms have either interactive touch screen digital televisions, or either interactive or non-interactive data projectors. Every block has a printer/copier which allows for "Follow You" printing throughout the entire school, operated via student ID cards

Social Climate

Overview

Sandgate DSHS has a very positive social climate which is informed by the values of Positive Behaviour for Learning (PBL). Students and staff aim to "Be Respectful" in all their interactions with others across the campus. Students and staff are expected to "Be Work Ready" and always "Be their Best". Pastoral care is delivered through SWPBS lessons focusing on explicitly teaching the values the school expects from students. All Junior School students participate in a Wellbeing, Engagement and Leadership (WEL) program. The school is focused on catching students doing "good" and teachers are actively encouraged to record positive behaviour comments, not just misbehaviour.

The school has a system of rewards for positive behaviour. The consequences for misbehaviour are clearly articulated so there are no surprises with regard to how misbehaviour is managed. For example, the school's Anti-Bullying Policy is published in the Student Organiser and on the school web site. It makes it clear what bullying is, the myths about bullying and actions for students and parents should bullying occur. Students are supported by a team comprising our Guidance Officer, School Nurse, School Chaplain, School Based Police Officer and Youth Support Coordinator. Deputy Principals work with Year level Coordinators to support students. The impact of SWPBS in the school can clearly be seen in the student data below, which demonstrates that most students, most of the time, find Sandgate DSHS a good place to be.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	93%	96%
this is a good school (S2035)	97%	95%	94%
their child likes being at this school* (S2001)	93%	92%	91%
their child feels safe at this school* (S2002)	99%	95%	94%
their child's learning needs are being met at this school* (S2003)	93%	98%	94%
their child is making good progress at this school* (S2004)	94%	95%	91%
teachers at this school expect their child to do his or her best* (S2005)	99%	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	93%	92%	94%
teachers at this school motivate their child to learn* (S2007)	91%	91%	90%
teachers at this school treat students fairly* (S2008)	86%	86%	94%
they can talk to their child's teachers about their concerns* (S2009)	93%	95%	92%
this school works with them to support their child's learning* (S2010)	92%	91%	92%
this school takes parents' opinions seriously* (S2011)	88%	90%	86%
student behaviour is well managed at this school* (S2012)	83%	90%	85%
this school looks for ways to improve* (S2013)	98%	92%	90%
this school is well maintained* (S2014)	96%	93%	92%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	98%	93%
they like being at their school* (S2036)	91%	96%	86%
they feel safe at their school* (S2037)	90%	93%	90%
their teachers motivate them to learn* (S2038)	95%	90%	90%
their teachers expect them to do their best* (S2039)	99%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	89%	89%
teachers treat students fairly at their school* (S2041)	85%	85%	75%
they can talk to their teachers about their concerns* (S2042)	84%	79%	78%
their school takes students' opinions seriously* (S2043)	77%	76%	74%
student behaviour is well managed at their school* (S2044)	79%	75%	70%
their school looks for ways to improve* (S2045)	95%	92%	86%
their school is well maintained* (S2046)	91%	93%	86%
their school gives them opportunities to do interesting things* (S2047)	94%	95%	93%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	95%	97%
they feel that their school is a safe place in which to work (S2070)	97%	100%	93%
they receive useful feedback about their work at their school (S2071)	85%	84%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	87%	88%
students are encouraged to do their best at their school (S2072)	100%	98%	100%
students are treated fairly at their school (S2073)	99%	100%	96%
student behaviour is well managed at their school (S2074)	89%	97%	96%
staff are well supported at their school (S2075)	86%	87%	87%
their school takes staff opinions seriously (S2076)	86%	89%	78%
their school looks for ways to improve (S2077)	97%	100%	94%
their school is well maintained (S2078)	99%	97%	94%
their school gives them opportunities to do interesting things (S2079)	90%	94%	86%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

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Parent and community engagement

All parents and students participated in a face to face enrolment interview to assist students to transition successfully into the school. A Year 8 "Welcome to High School BBQ" was held. Parents were invited into the school to celebrate student accomplishment through Awards Night, Sports Awards Night, Sport Academy Dinners, Principal's Honour Roll Morning Tea, A for Effort Morning Tea and performance nights (Drama, Dance, Music). Parents of Year 10 students were involved in the Senior Education and Training Plan process through meetings with staff and information evenings. Two parent teacher evenings were held during the year to coincide with reporting. Subject selection evenings were held at key junctures. A "Partners in Progress" program offered information to parents on things like how to manage cyberbullying and engaging students in Science The school used a variety of electronic methods to communicate with parents, including the school webpage, SMS, email, Facebook and twitter, regarding events occurring within the school, student progress and assessment calendars. All parents were invited to attend monthly P and C meetings.

At Sandgate District State High School adjustments are made to ensure that all students with diverse needs access and participate fully at school. This has been achieved by the following:

- Consulting with feeder Primary Schools to gain a deeper understanding of the students and required adjustments.
- Discussing with class teachers the adjustments that are required for individual students
- Delivering professional development in relation to differentiation for both mainstream and special education teachers.
- Collating information gathered to determine the adjustments required to ensure the educational success of students.
- Assigning case managers to students to assist with the implementation of these adjustments.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships.
All Junior School students participate in a Wellbeing, Engagement and Leadership (WEL) program which incorporates a variety of activities, guest presenters, excursions and camps with a common theme of teamwork and respectful behaviour.
All Senior School students participate in a weekly program where social, skills, work preparation skills, study skills and career exploration combine to enhance the emerging adults in the school to start the transition from student to respectful adult.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	160	192	236
Long Suspensions – 6 to 20 days	13	16	9
Exclusions	5	7	6
Cancellations of Enrolment	13	8	2

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

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

Environmental Footprint

Reducing the school's environmental footprint

Staff and students are conscious of the environment and the impact that our behaviours may have. Simple management procedures aim to reduce unnecessary water and electricity use. Students are encouraged to also reduce unnecessary use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	501,438	0
2014-2015	491,993	5,709
2015-2016	543,033	3,443

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

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School Funding

School income broken down by funding source

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

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

Find a school

School name	**GO**
Suburb, town or postcode	

Sector:

☑ Government

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SEARCH

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	**Teaching Staff**	**Non-Teaching Staff**	**Indigenous Staff**
Headcounts	89	48	<5
Full-time Equivalents	82	32	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	1
Masters	8
Graduate Diploma etc.**	22
Bachelor degree	62

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TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Diploma	4
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $$41,000

The major professional development initiatives are as follows:

- Dimensions of Learning
- School Wide Positive Behaviour Support
- eLearning
- Literacy/numeracy
- Coaching and mentoring
- Systemic (Code of Conduct, Child Protection, Asbestos, CPR, medical responses, One School etc)
- Reading2Learn
- Queensland Studies Authority (Syllabus, panel training, assessment)
- Non-violent Crisis Intervention
- VET/Industry
- Junior Schooling
- Special Education
- Students with Learning Difficulty
- Powerful Learning Project

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 90% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

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Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	84%	84%

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

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.
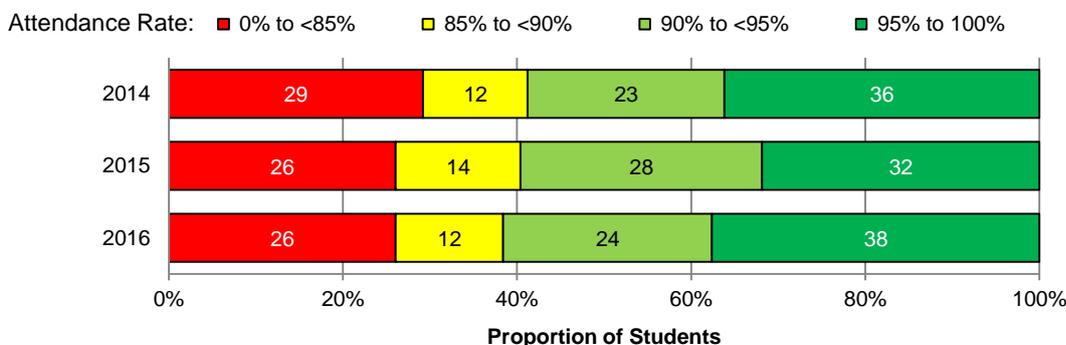
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									92%	88%	86%	89%	88%
2015								91%	91%	88%	86%	88%	88%
2016								92%	89%	85%	86%	89%	90%

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

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2014	29	12	23	36
2015	26	14	28	32
2016	26	12	24	38

Proportion of Students

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

Access teachers mark the roll at the start of each day on Academy Roll Marking software or on paper and the Attendance Officer scans the absences into a computer. Any unexplained absence is responded to with an automatically generated SMS message requesting a parent explain the absence. Parents can send in a note, email the school, leave a phone message or send an SMS explaining the reason for a student's absence.
Teachers mark each lesson electronically and a report is generated at the end of each day listing students who are absent from class without reason for Year Level Coordinators to follow up on. Serial truants are referred to Deputy Principals for follow up.

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At the end of each week, the Attendance Officer identifies students with multiple unexplained absences and contacts the parent by phone or letter. Should an appropriate response not be received, Departmental Absence letters are sent to remind parents of their legal responsibility to ensure their child's attendance at school. Referral is made to the Guidance Office or School Based Police Officer where appropriate.

Junior school students monitor their own attendance through the completion of an attendance passport in their Student Organiser. Students with 100% attendance are rewarded on Year Level Assemblies. Senior students who are not attending regularly can be sent an "At Risk of Cancelation" letter which results in an interview with parents and students to discuss what is stopping students attending school and to refine the student's pathway through school.

The key strategies used to increase attendance include:
- Weekly attendance update to feedback to teachers on progress towards attendance targets by Year level
- Early direct contact with parents
- Creating a positive school environment where students feel safe
- Develop alternative pathways to re-engage at risk students
- Celebrate good attendance as part of "Work Readiness"
- Letters to parents listing absences with invitations to meet with the Guidance Officer and Deputy Principal.

NAPLAN

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

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

Find a school

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┌─────────────────────────────────┐
│  School name              [GO]  │
│                                 │
│  Suburb, town or postcode       │
│                                 │
│  Sector:                        │
│  ☑ Government                   │
│  ☑ Non-government               │
│                                 │
│         SEARCH                  │
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Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	157	166	158
Number of students awarded a Queensland Certificate of Individual Achievement.	3	0	0
Number of students receiving an Overall Position (OP)	69	76	47
Percentage of Indigenous students receiving an Overall Position (OP)	25%	33%	13%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	26	22	27
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	110	140	138
Number of students awarded an Australian Qualification Framework Certificate II or above.	101	137	130
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	151	166	158
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	88%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	62%	67%	74%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	99%	95%	87%

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

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	7	16	20	22	4
2015	11	14	26	23	2
2016	10	13	12	8	4

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

VET delivery at SDSHS in 2016

School Delivery
Timetabled classes delivered by SDSHS staff

Certificate level	Qualification	No of students	Provider	Comments
Certificate I	Business	23	Sandgate DSHS	On scope

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	IDMT	18	Sandgate DSHS	On scope
	Financial Services	106	Sandgate DSHS	On scope
	Tourism	14	Sandgate DSHS	On scope
Certificate II	Business	57	Sandgate DSHS	On scope
	Dance	9	Sandgate DSHS	On scope
	Active Volunteering	17	Sandgate DSHS	On scope
	Information, Digital Media & Technology	47	Sandgate DSHS	On scope
	Tourism	57	Sandgate DSHS	On scope
	Skills for Work & Vocational Pathways	330	Sandgate DSHS	On scope
Certificate III	Business	13	Sandgate DSHS	On scope
	Active Volunteering	46	Volunteering QLD	Partnership agreement
	Child Services	25	Deception Bay SHS	Partnership agreement
	Fitness	46	Binnacle	Partnership agreement
Diploma	Business	43	Careers Australia	Partnership agreement

TAFE & Other Delivery
Students attend a TAFE campus one day a week

Certificate level	Qualification	No of students	Provider
Certificate 1	Plumbing	1	Skills Tech
	Construction	3	Skills Tech

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Certificate II	Aircraft Line Maintenance	1	Aviation Australia
	Electrotechnology	4	Skills Tech
	Automotive – Light Vehicle	2	Skills Tech/AccelR8 Program
	Automotive – Heavy Vehicle	2	Skills Tech
	Logistics	4	Skills Tech/GenR8 Program
	Surveying & Spatial Information	1	TAFE
	Hospitality	3	TAFE
	Rural Operations/Animal Studies	2	TAFE
	Skincare and Retail Makeup	1	TAFE
	Fashion Design	3	TAFE
Certificate III	Lab Skills	5	TAFE/Redcliffe SHS
	Indigenous Land Management	2	Nudgee Beach Environmental Centre
	Fitness	4	TAFE
Diploma	Business	20	Careers Australia at Sandgate DSHS

School-based trainee/apprenticeships
Students attend workplace one day per week

Certificate level	Qualification	Employer	No of students
Certificate II	Horticulture	Australian Training Company & Sandgate DSHS	2
Certificate III	IDMT	Lightmare Studios	15
	Business	Supa IGA/Sandgate DSHS/City Beach/Tackland/MW Recruitment	5
	Hairdressing	Classic Images	1
	Retail Operations	McDonald's	5

	Aged Care	Masonic & Anglicare	4
	Individual Support	Regis	2
	Carpentry	De Gee Group	1
	Hospitality	Donut King, Michels Patisserie, Norths Devils	4
	Fitness	Jetts, Firm Up Fitness, SNAP Fitness	3
	Wall & Ceiling Lining	Bluey's Plastering	1
	Plumbing	CCI Plumbing	1

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	18	79	52
2015	18	130	50
2016	103	106	86

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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	76%	91%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	71%	45%	100%

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

Student Destinations

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

The report will be available at:
http://www.sanddistshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

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

Students who are at risk of having their enrolment cancelled or leaving prior to the completion of Year 12 are supported using a variety of approaches. Students at risk of cancellation are scheduled to have one-on-one meetings with their year level Deputy Principal and their parents to discuss support measures to assist the student to complete their education. Students are also scheduled for a meeting with the Guidance Officer to discuss career options including TAFE, alternative schools such as Jabiru Community College or changes to their course of study. Additionally, students at risk of non-completion may meet with the Head of Department Senior Schooling to discuss traineeship options.

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Students identified as being at risk due to family circumstances or poor attendance are referred to the school Youth Support Coordinator for support.

Early leavers left primarily to attend other schools, both in Queensland and interstate, or to attend alternative education campuses. Students also left to take up apprenticeships, enter the workforce in a full-time capacity or to join the defence forces.

Conclusion

2016 was a successful year in the life of Sandgate District State High School with significant community support, continued strong enrolment, steady improvement and outstanding senior school achievement. This year also saw a new substantive Principal appointed in October after the retirement of the long serving and highly regarded Principal Mrs Jeanette Gentle. The community thanked her for her leadership and commitment during Semester 1.

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