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Contact Person	Mrs Jeanette Gentle (Principal)

## Principal's foreword

### Introduction

Welcome to Sandgate DSHS – where we carefully craft innovation, excellence and tradition into a world class educational experience for our students and where students, staff and parents enjoy the benefits of a school with an excellent reputation. What makes our school special is our culture of respect, our appreciation of difference, our focus on participation, opportunity and open communication, our excellent facilities and our huge commitment to “Expanding the Horizon” of every student.

This school report provides information on the following:

- School progress toward achieving its 2012 goals
- Future outlook and a statement of priorities for 2013
- 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 2012

#### Literacy

- NAPLAN data was analyzed, areas of deficiency identified (spelling, grammar, punctuation and comprehension) and specific interventions designed. All Year 8 and 9 students were enrolled in the Learning Place to complete NAPLAN language conventions and reading tests on-line and to enable access of relevant support materials at home and at school.
- Curriculum literacies continued to be embedded across the curriculum and explicitly taught in all subjects. Literacy strategies were modelled in staff meetings and faculty meetings. All teachers receive resources to support the teaching of literacy in a consistent and coherent way.
- An “Adopt a Reader Program” was introduced in Year 8. The program targeted students with low

levels of reading fluency and comprehension. It involved individual weekly tutoring by volunteer teachers using the neurological impress method. Twenty six of the twenty eight students included in the program improved.

- In Year 8 and 9 students participated in a silent reading program for the first 15 minutes of each of their 3 weekly English lessons.
- There was a specific focus on the teaching of grammar, spelling and punctuation rules within Grade 8 and 9 English classes.
- Indigenous students received literacy support from Indigenous teacher aide.

### eLearning

- All Year 11 and 12 students had the opportunity to participate in the school home laptop program.
- Wireless connectivity is available throughout the school.
- One class of Immerse IT is offered in Year 8, 9 and 10. Students study core curriculum areas of Mathematics, Science, Social Science and English with a focus on the application of ICT to learning.
- All rooms have interactive touch screen digital televisions or data shows and interactive boards.
- Students in the junior school currently access 210 desktop computers via 7 labs and 90 laptops via laptop trolleys available in the Resource Centre, CRIMS and Music.
- Teachers have been involved in a scaffolded eLearning program across the school. Teachers have been involved in a variety of eLearning PD which has been delivered on a fortnightly basis and has involved 100% participation. 90% of teachers surveyed use technology in their classes and 25% are actively involved in online communities such as the Learning Place, Twitter and OnePortal to enhance their digital pedagogies.
- Teachers at Sandgate District State High School are committed to implementing the Education Queensland Smart Classroom Strategy. Currently 87% of teachers have obtained their ICT Certificate and 8% have obtained their Pedagogical Licence. 3% of teachers are enrolled to attain their Digital Pedagogical Licence Advanced. 7% are committed to attaining their Digital Pedagogical Licence and the remaining 13% of teachers are working towards completing their ICT Certificate.

### Active Student Learning

- "Dimensions of Learning" (Marzano) was adopted as the school's pedagogical framework. The purpose of the framework is to: maintain a focus on learning, study the learning process and develop a common language to discuss it and plan curriculum taking into account the five dimensions essential to successful learning :
  - Dimension 1: Attitudes and Perceptions
  - Dimension 2: Acquire and Integrate Knowledge
  - Dimension 3: Extend and Refine Knowledge
  - Dimension 4: Use knowledge meaningfully
  - Dimension 5 Habits of Mind
- An implementation team has participated in extensive professional development in the program's delivery. All teachers received training in the implementation of Dimensions 1 and 5.
- Faculties have begun redesigning curriculum to incorporate the Dimensions of Learning
- The school began implementing School Wide Positive Behaviour. The school defined its values as: Be respectful, Be work ready, Be your best. The school's behaviour plan was rewritten to incorporate these values and the intent of School Wide Positive Behaviour. The values have provided a common language to discuss behaviour.
- The behaviour we expect of students is explicitly taught in weekly access lessons. Professional development is provided to teachers in staff meetings. Teachers are encouraged to make four positive comments to one negative comment, to record positive behaviour and to phone parents to

report positive behaviour. A reward system is being developed to reinforce positive behaviour e.g. morning teas for students with As for effort or behaviour; a prize for the student with the most number of positive recordings on their profile.

- A regular newsletter informs teachers of the school wide trends according to OneSchool records. The data shows a decline in misbehavior and an increase in positive behaviour. Referrals to the Responsible Thinking Room have halved indicating there has been a substantial drop in disruptive in-class behaviour.

### **Developing Teacher Performance**

- All teachers were involved in two performance conversations during the year. Each conversation identified areas for teaching improvement, areas for professional development and progress toward achieving improvement goals.
- All staff participated in an extensive range of professional development which reflected school and systemic priorities
- Professional development priorities of individual staff as expressed during these meetings provided the main impetus of the whole school professional development plan.

### **Facilities**

- The school entrance was re-developed with a new fence, gate, values wall, landscaping and electronic message board.
- The Mathematics block was fully air conditioned.

### **Positive Engagement of Parents**

- Parents were invited to a Welcome to Year 8 BBQ, information evenings, subject selection evenings, Sandgate on Show open day, Awards Night, Sports Awards Night, Sport Academy Dinners, Principal's Honour Roll morning tea, 100% Attendance and Straight A for Effort morning tea, performance nights (Drama, Dance), Harmony Day, Athletics Carnival Day and Chemistry Cheese and Wine night.
- Two parent teacher interview evenings were held.
- The P&C met once a month, as did the Local Chaplaincy Committee.
- Face to face interviews were conducted with all Year 7 students coming into Year 8 and any new student to the school.
- Individual interviews by trained staff with Year 10 students and their parents were conducted as part of the Senior Education and Training Plan development.
- Text messaging was used to inform parents of key events and student absence from school.
- The school web site, Facebook, Twitter and email distribution lists were utilized to communicate with parents.
- Teachers were encouraged to have phone contact with parents as soon as any issues arose or to let a parent know their student had done something positive.

### **Future outlook**

#### ***School Priorities for 2012 include:***

- Literacy and numeracy
- Digital Learning

## Our school at a glance

# Sandgate District State High School, Annual School Report, 2012

- Dimensions of Learning
- School Wide Positive Behaviour
- Facilities
- Developing teacher performance
- Positive Engagement of Parents
- Year 7 into Sandgate 2015
- Individual pathways through the school

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2012:** Year 8 - Year 12

#### Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	1049	506	543	90%
2011	1051	516	535	92%
2012	1025	511	514	92%

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

#### Characteristics of the student body:

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 or cycle on bike ways or walk. The school has an ICSEA rating of 972 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 usually get on well together. Senior leaders play an important role in the school modelling appropriate behaviour to younger students and encouraging them to be active participants in the life of the school.

#### Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3			

Year 4 – Year 10	25	26	24
Year 11 – Year 12	18	21	20

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	263	237	255
Long Suspensions - 6 to 20 days	61	43	46
Exclusions	2	5	15
Cancellations of Enrolment	1	3	11

### Curriculum offerings

#### Our distinctive curriculum offerings

**Academic Achievers Program:** (Years 8-10) Students gain entry on the basis of their Year 7 results and their performance on an entry examination. Academic scholarships of \$500 are awarded to 6 students entering the program. The Academic Achiever's Program offers an academically challenging curriculum based on creative thinking and problem solving, challenging projects that develop higher-order thinking and deep understanding and opportunities for students to work cooperatively to explore complex problems and arrive at reasoned, supported conclusions that they present imaginatively.

**Immerse Information Technology:** (Years 8-10) 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 Studies of Society and the Environment.

**Master Music Program:** (Years 8-10) 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.

**Academies of Sport:** (Years 8-12) Australian Football, 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 and 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:

- Structured work placement
- Work sampling
- VET components in Authority and Authority Registered subjects
- School based apprenticeships and traineeships

- TAFE in schools program
- Redilab Redcliffe Program
- QUTeach Redcliffe
- Cert II in Indigenous Land Management
- Cert II in Active Volunteering

**Literacy:** (Year 8-10) Literacy is a school priority as parents, students and teachers are conscious of the need for students to be highly literate in a 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. 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.

In 2012 the English faculty introduced a new Reading Programme to complement their in- class Silent Reading programme. At risk students were identified through Pat Reading data and teacher recommendation. The method used, the 'Neurological Impress Method', involves a 1:1 reading session for fifteen minutes per week with the students. Because of the number of at risk students, and recognising our 'Whole School' approach to literacy, teachers from all faculties and students from the Year 11 English extension class became involved.

Of the 36 students involved in the reading programme, 34 students improved by one band when tested at the start of 2013, resulting in a 94% improvement overall.

**Numeracy/Mathematics:** (Years 8 to 10) Being numerate 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 Test Results, the PATM test administered at the start of Year 8 and the Year 9 Test Results. Particular focus is given to those students who are identified as below the national benchmark. The 'Ways of Working' are the focus of developing mathematical skills using the 'Essential Learnings' as the vehicle for developing numeracy skills with assessment and reporting developed around the QCAR Framework. Adjusted learning experiences and assessment regimes are developed

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### Extra curricula activities

- QDU debating competition, APEX public speaking and also the Young Writer's Club.
  - Medieval Fair, Visit to Evergreen Taoist Temple; Global Games, SCS Volunteering activities, Geography Competition
  - Musical - Great Australian Rock Musical, Music Camp, Brisbane Eisteddfod, Dance D, Qld Youth Music Awards
  - Community Performances: Christmas performance at Deagon Plaza, Performance Blue Care Respite centre, International Music Festival and Einbunpin performance
  - Worlds of Work, university visits- UQ, QUT, ACU and TSXPO
  - 'ARTRAGEOUS' Senior Visual Art Exhibition
  - Volunteering for primary school sport as referees and organisers
  - Canberra Science trip, Bright Sparks program and STEM Camp
  - Year 8 Transition Camp
  - Word Perfect Competition, Visit to our school by 12 students from our sister school (Senri International) for 3 weeks, Oktoberfest for Youth Visit (German students) and Japanese Food Day.
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### How Information and Communication Technologies are used to assist learning

Teachers at Sandgate DSHS have been involved in a professional development (PD) program called 'Teachers Teaching Teachers' (TTT) which is designed to increase the uptake of eLearning across the school and to encourage teachers to transform their offline pedagogies into online pedagogies to extend student outcomes. Every staff meeting includes an ICT professional development segment and staff also receive a monthly ICT newsletter highlighting digital practices for the classroom. Resources to assist digital learning include 180 desktop computers via 6 labs and 30 laptops via laptop trolleys available. Classrooms in the school have been updated to include 10 interactive grey boards throughout the school and 8 digital touch screen TVs. Year 11 and 12 students are given the opportunity to take home laptops while the Immerse IT classes all work inside an online environment using featuring a common template.

### Social climate

Sandgate DSHS has a very positive social climate which is informed by the values of School Wide Positive Behaviour Support. Students and staff aim to "Be Respectful" in all of their interactions with others across the campus. All parent respondents to the school opinion surveys agreed that their students felt safe at Sandgate DSHS and agreed that the school had a strong sense of community. Pastoral care is delivered through SWPBS lessons focussing on explicitly teaching the values the school expects from students. Students are supported by a support team comprising of our Guidance Officer, School Nurse, School Chaplain and Youth Support Coordinator. Deputy Principals work with Year level Coordinators to support student behaviour and follow students throughout their journey through the school. A higher percentage of staff felt that staff and students respect each other than in like schools.

### Parent, student and staff satisfaction with the school

Parents have strongly indicated that they are very satisfied with the education that their student is receiving at Sandgate DSHS and the progress that their student is making. Parents have rating Sandgate DSHS above like schools in all survey questions. The majority of students believe that they are getting a good education but developing relationships between staff and students needs further development. Continuing to integrate SWPBS across the school will address some of these issues. The morale of the majority of staff is at a high level and the staff satisfaction with PD is above state levels.

#### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	100.0%
this is a good school	94.1%
their child likes being at this school*	88.2%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	88.2%
teachers at this school motivate their child to learn*	93.8%
teachers at this school treat students fairly*	88.2%
they can talk to their child's teachers about their concerns*	93.8%
this school works with them to support their child's learning*	100.0%

## Our school at a glance

### Sandgate District State High School, Annual School Report, 2012

this school takes parents' opinions seriously*	93.8%
student behaviour is well managed at this school*	93.3%
this school looks for ways to improve*	93.8%
this school is well maintained*	100.0%

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )	
Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	81.0%
they like being at their school*	81.1%
they feel safe at their school*	83.6%
their teachers motivate them to learn*	78.2%
their teachers expect them to do their best*	97.5%
their teachers provide them with useful feedback about their school work*	78.7%
teachers treat students fairly at their school*	58.3%
they can talk to their teachers about their concerns*	59.8%
their school takes students' opinions seriously*	54.1%
student behaviour is well managed at their school*	51.7%
their school looks for ways to improve*	85.0%
their school is well maintained*	80.3%
their school gives them opportunities to do interesting things*	85.6%

<b>Performance measure</b> ( <i>Nationally agreed items shown*</i> )	
Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	90.4%
with the individual staff morale items	90.0%

\* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

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 and performance nights (Drama, Dance). Parents of Year 10 students were involved in the SET Plan process through meetings with staff and information evenings. Two parent teacher evening were held during the year. 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. New families to the school were engaged through face to face enrolment interviews, Welcome to Year 8 BBQ and the Sandgate on Show Day. All parents are invited to attend monthly P and C meetings.

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school harvested water from storm water running into duck ponds on the school site. The water was stored in large tanks and was then pumped back to irrigate the ovals. The new amenities block was plumbed into rain water tanks. All air conditioning units were regularly maintained to maximise efficiency and new air conditioning units are as energy efficient as possible.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	512,685	7,077
2010-2011	537,581	4,440
2011-2012	554,200	7,259

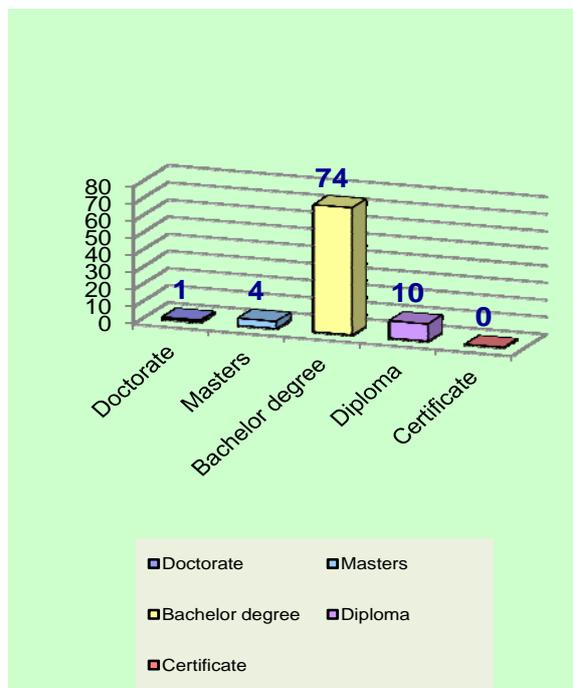
# Our staff profile

## Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	84	38	<5
Full-time equivalents	78.2	27.6	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	4
Bachelor degree	74
Diploma	10
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$51469.14.

The major professional development initiatives are as follows:

- School-wide Pedagogy – Dimensions of Learning
- School Wide Positive Behaviour Support
- School priorities: Literacy, Digital learning, Developing performance coaching and professional development planning
- Systemic (Code of Conduct, Child Protection, CPR, medical responses, asbestos, etc.)
- Syllabus implementation, Australian Curriculum. .

## Our staff profile

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.5%	95.9%	95.3%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 93.9% of staff was retained by the school for the entire 2012 school year.

### School income broken down by funding source

School income broken down by funding source is available via the My School website at <http://www.myschool.edu.au/>.

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

**Find a school**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

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

# Performance of our students

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	88%
The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.			

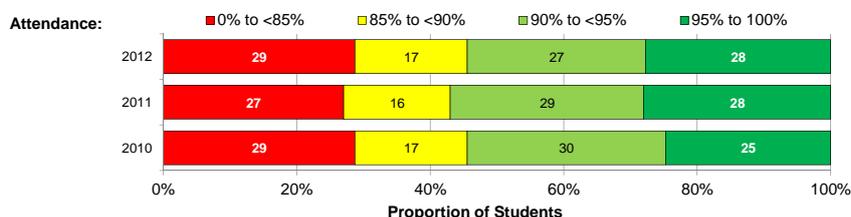
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010								90%	87%	84%	88%	89%
2011								91%	86%	86%	88%	88%
2012								91%	88%	87%	86%	87%

DW = Data withheld to ensure confidentiality.

### Student Attendance Distribution

The proportions of students by attendance range.



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 and any unexplained absence is responded to with an automatically generated text requesting a parent to explain an absence. Parents can send in a note, email the school, leave a phone message or text reasons 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.

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.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing,

# Performance of our students

## spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

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**

Search by school name

GO

Search by suburb, town or postcode

Sector  Government  
 Non-government

SEARCH

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Achievement – Closing the Gap

69 (6.7% total students) indigenous students attend Sandgate District State High. The apparent retention rate from Year 10 – Year 12 was above 100% while the gap size with regard to attendance was 2.7% and percentage student attendance less than 85% was 40.6%. In semester 2 2011, 69% of levels of achievement for indigenous students was a sound or higher. All indigenous students who completed Year 12 exited achieving a Queensland Certificate of Education.

Apparent retention rates Year 10 to Year 12	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	71%	87%

Outcomes for our Year 12 cohorts	2010	2011	2012
Number of students receiving a Senior Statement.	180	188	166
Number of students awarded a Queensland Certificate Individual Achievement.	1	0	1
Number of students receiving an Overall Position (OP).	87	101	76

## Performance of our students

Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	20	32
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	114	121	115
Number of students awarded an Australian Qualification Framework Certificate II or above.	62	79	82
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	122	162	145
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.	61%	70%	78%
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.	87%	95%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	91%	96%	97%

As at 2 May 2013. The above values exclude VISA students.

### Overall Position Bands (OP)

	Number of students in each Band for OP 1 to 25.				
	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	9	17	27	23	11
2011	11	25	35	27	3
2012	10	20	29	11	6

As at 2 May 2013. The above values exclude VISA students.

### Vocational Educational Training qualification (VET)

	Number of students awarded certificates under the Australian Qualification Framework (AQF).		
	Certificate I	Certificate II	Certificate III or above
2010	65	53	19
2011	73	70	17
2012	67	70	27

As at 2 May 2013. The above values exclude VISA students.

Non-OP Students at Sandgate DSHS undertook Certificate I courses in Business and Cert 1 in Information Technology. Cert 1 in Hospitality is embedded in the authority subject Hospitality Studies. Cert 1 in Engineering (Metal Fabrication) is studied at the beginning of Year 11.

### Post-school destination information

## Performance of our students

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

### Early leavers information

Students exiting the school before the end of Year 12 did so for a variety of reasons including family relocation, family breakdown, changing school or moving to a different training/education environment such as TAFE, securing apprenticeships/traineeships and moving into employment. Students at risk are often referred to Jabiru to continue their schooling in a non-traditional educational setting. The Guidance Counsellor works with the families of exiting students and involves external agencies where appropriate.