

# Sandgate District State High School Queensland State School Reporting 2014 School Annual Report



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## 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 diversity, 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 2014 goals
- Future outlook and a statement of priorities for 2015
- 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 achieving its 2014 goals

#### 1. Continuous improvement in pedagogy

Heads of Department and Administration conducted “walk throughs” to seek evidence that teachers were implementing practice consistent with the school's improvement plan. Feedback was given to teachers in faculty meetings. Heads of Department collected semester planning outlines for all teachers. Teachers were observed teaching and given feedback by their line manager. This feedback formed the basis for each teacher developing their annual performance development plan. Professional development goals of individual teachers then informed the Whole School Professional Development Plan. Members of the Dimensions of Learning (DOL) implementation team received training in the GROW model of coaching. They practised implementing the GROW model on each other to develop their skill set, in preparation for full implementation in 2015 as part of the Annual Performance Review Process.

#### 2. Implementation of school pedagogical framework “Dimensions of Learning”

Dimension 1 (Attitudes and Perceptions) and Dimension 5 (Habits of Mind) were embedded in practice across the curriculum. Teachers received training in Dimension 4 (Using Knowledge Meaningfully) in Semester 1 and incorporated reasoning processes into their teaching practice in Semester 2.

#### 3. Literacy/Numeracy

A Literacy/Numeracy Committee was established to oversee the school's plan to improve literacy and numeracy. The school's approach to literacy was documented. The Reading Comprehension Strategy is based on QAR, Reading to Learn and Reciprocal Reading. The Writing Strategy incorporates 7 Steps to Writing, On-demand Writing and Daily Writing Journal. The Spelling, Punctuation and Grammar Strategy incorporates Visual, Rule, Example and Use. The Vocabulary Strategy focuses on word meanings and vocabulary in context. Literacy warm-ups were introduced in the Junior School at the start of each English lesson. In addition, one English lesson a week was allocated to the consolidation of reading and writing skills based on deficiencies identified through testing. Literacy support was given to identified students and a targeted reading program was offered to low-level readers. A literacy coach was employed to work with teachers, enhancing their skills and embedding literacy across the curriculum. Numeracy

warm-ups were introduced in all Junior School Mathematics lessons. In 2013-2014 NAPLAN Improvement Relative to the Nation U2B was achieved in Reading and Grammar and Punctuation. In 2013-2014 NMS Improvement Relative to Nation was achieved in Writing, Spelling and Numeracy.

#### 4. School Wide Positive Behaviour Support (SWPBS)

All students were explicitly taught the school's three values "Be Respectful", "Be Work Ready", "Be Your Best" and the behaviour expected in the school. The consequences of misbehaviour were also made clear. At every staff meeting a staff member modelled an example of the Essential Skills of Classroom Management. Two staff members were trained in Functional Behaviour Assessment. New and beginning teachers were given professional development in SWPBS to ensure consistency in practice across the school. A rewards system was developed to reinforce positive behaviour. Teachers were encouraged to record positive behaviour as well as misbehaviour. At the end of each week a "Weekly Update" gave teachers feedback on attendance, positive behaviour and instances of misbehaviour. Referrals to the Responsible Thinking Classroom dropped from 2899 in 2011 to 1309 in 2014. Short term disciplinary absences dropped from 263 in 2010 to 160 in 2014, while long term disciplinary absences dropped from 61 to 13 over the same period.

#### 5. eLearning

The 1:1 laptop program was delivered to all students in the Senior School (Years 10-12) and to Junior School (Years 8-9) students enrolled in the Academic Achievers Program and Immerse IT. Students also accessed 140 desktop computers via five labs as well as 62 laptops held in trolleys in Science and Music. Wireless connectivity was available in all classrooms, library and sports hall. All classrooms have either interactive touch screen digital televisions, or interactive/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. An eLearning team (eTeam), made up of teachers who underpin their pedagogy and student learning with effective contemporary digital practice, oversee the delivery of eLearning in the school. Teachers-Teaching-Teachers (TTT) professional development initiative continued across the school to up-skill staff in contemporary digital pedagogical practice.

#### 6. Pathways

In the Senior School, student "Work Readiness" skills (communication, team work, initiative, enterprise, problem solving, planning and organisation, and self-management) were explicitly taught or reinforced. Vocational options continued to be extended. A review of the Year 10 curriculum was undertaken to align it to the Senior School. A Partnership Action Committee was established to maintain existing partnerships and grow new partnerships in the key strategic areas of VET, STEM, targeted programs and Academy of Sport. There was a significant improvement in the percentage of students achieving a VET Cert II or Cert III of higher without OP 1-15 or IBD. One hundred percent of Indigenous students achieved a QCE, VET or SAT.

### Future outlook

#### 1. Continuous Improvement in Pedagogy

All teachers will be seen teaching and given feedback by the Deputy Principal – Pedagogy. All teachers will be seen teaching by their line manager, engage in a GROW model developmental conversation, produce a Performance Development Plan, be seen teaching by their line manager and review their improvement by the end of 2015. The New and Beginning Teacher's Program will be reviewed to reflect the school's current improvement priorities. Professional development will be tracked across the school to ensure all teachers access quality professional development during the year. Great Results Guarantee funding will be focused on enhancing teacher pedagogical practice to explicitly teach literacy and numeracy across the curriculum in the Junior School.

#### 2. Dimensions of Learning (DoL)

"Walk throughs" will be used to confirm that Dimension One (Attitudes and Perceptions), Dimension Four (Using Knowledge Meaningfully) and Dimension Five (Habits of Mind) are embedded consistently in every teacher's pedagogical practice. All teachers will receive professional development in Dimension Two (Acquire and Integrate Knowledge) and Dimension Three (Extend and Refine Knowledge) and be given time to work in faculty teams to embed these dimensions in the curriculum and pedagogy.

#### 3. School Wide Positive Behaviour Support (SWPBS)

As a key component of SWPBS, students will continue to be explicitly taught the behavior expected of them and positive behavior will be consistently rewarded across the school. The school will take actions to progress to Tier 2 of SWPBS. Functional Behaviour Assessment is to be used when appropriate. Embed literacy in student planning for a student's return to class from the Responsible Thinking Room. Formalise targeted school programs to individual student need and a case management approach to service delivery by support staff. Continue to provide regular feedback to staff regarding student attendance and the level of positive behavior and misbehavior referrals.

#### 4. Literacy/Numeracy

Data will be used to identify students and deliver targeted interventions in literacy and numeracy to students performing below NAPLAN NMS. "Reading to Learn" training will be delivered to Junior School teachers. The Literacy Lead teacher will model good literacy and numeracy pedagogical practice and coach other teachers to improve their practice. Professional development in relation to "Literacy – The Sandgate Way" will be offered to all teachers. Author visits will continue to be organized. The school will develop a strategy based on research findings to extend students above the NMS, including students already in the U2B. The school will purchase reading resources to better cater for the range of student interest and reading levels. For students with disability, evidence will be used to develop individual literacy and numeracy goals and incorporate these goals in Individual Learning Plans or Individual Support Plans.

**5. Digital Learning**

The eTeam will develop a professional development calendar based on the needs and interests of teachers. All teacher aides will complete their Digital Practice certification. The coordinator of Digital Learning will coach staff members individually to improve practice. Students enrolled in the Academic Achievers Program and Immerse IT will receive consistent digital practice strategies in core classes and teachers in these programs will receive a tailored digital pedagogy program.

**6. Pathways**

The "Work Readiness" of students will be developed through the explicit teaching of employability skills and attitudes. Students will be assisted to "Be their best" by catering to the learning needs of students who are absent due to TAFE/University courses of study, SATs, excursions, camps and illness, to ensure they are on track with their studies. Parents will continue to be informed about alternate pathways throughout the Senior School phase of learning. A review of Year 10 curriculum to strengthen alignment in the Senior School will be conducted. The PAC Committee will review existing partnerships and develop new partnerships to ensure students are given the opportunity to learn in a "real world" context. A Trade Skills Centre with a focus on small motor mechanics and engineering will be built and will be ready for the 2016 school year.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Year 8 - Year 12

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	1025	511	514	92%
2013	988	495	493	90%
2014	909	446	463	91%

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, cycle on bike ways or walk. The school has an ICSEA rating of 973 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	24
Year 11 – Year 12	20	19	20

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	255	203	160
Long Suspensions - 6 to 20 days	46	38	13
Exclusions <sup>#</sup>	15	19	5
Cancellations of Enrolment	11	10	13

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### 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.

### Extra curricula 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 and Year 8, 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
- Sister school Senri International
- Interschool, regional, district, state and national representative sport.

### How Information and Communication Technologies are used to assist learning

Teachers at Sandgate DSHS have been involved in a professional development 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. An eLearning team (eTeam) is made up of teachers who underpin their pedagogy and student learning with effective contemporary practice and drive the eLearning strategic improvement agenda in the school. Every staff meeting includes an ICT professional development segment. Resources to assist digital learning include: mandatory 1:1 laptop program for the Senior School (Years 10-12) and 1:1 laptop programme 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

Sandgate DSHS has a very positive social climate which is informed by the values of School Wide Positive Behaviour Support Program (SWPBS). 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 focussing 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 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 student behaviour. The impact of the 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. Suspension rates, misbehaviour referrals and referrals to the Responsible Thinking Room continue to drop. At the same time there has been a growth in positive referrals.

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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	94%	94%
this is a good school (S2035)	94%	94%	97%
their child likes being at this school* (S2001)	88%	93%	93%
their child feels safe at this school* (S2002)	100%	94%	99%
their child's learning needs are being met at this school* (S2003)	100%	87%	93%
their child is making good progress at this school* (S2004)	100%	90%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%	99%

Performance measure			
Percentage of parent/caregivers who agree <sup>#</sup> that:	2012	2013	2014
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	94%	93%
teachers at this school motivate their child to learn* (S2007)	94%	90%	91%
teachers at this school treat students fairly* (S2008)	88%	79%	86%
they can talk to their child's teachers about their concerns* (S2009)	94%	90%	93%
this school works with them to support their child's learning* (S2010)	100%	79%	92%
this school takes parents' opinions seriously* (S2011)	94%	79%	88%
student behaviour is well managed at this school* (S2012)	93%	73%	83%
this school looks for ways to improve* (S2013)	94%	93%	98%
this school is well maintained* (S2014)	100%	83%	96%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	81%	95%	96%
they like being at their school* (S2036)	81%	94%	91%
they feel safe at their school* (S2037)	84%	94%	90%
their teachers motivate them to learn* (S2038)	78%	92%	95%
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	79%	93%	91%
teachers treat students fairly at their school* (S2041)	58%	84%	85%
they can talk to their teachers about their concerns* (S2042)	60%	77%	84%
their school takes students' opinions seriously* (S2043)	54%	78%	77%
student behaviour is well managed at their school* (S2044)	52%	73%	79%
their school looks for ways to improve* (S2045)	85%	95%	95%
their school is well maintained* (S2046)	80%	92%	91%
their school gives them opportunities to do interesting things* (S2047)	86%	94%	94%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		92%	97%
they feel that their school is a safe place in which to work (S2070)		95%	97%
they receive useful feedback about their work at their school (S2071)		85%	85%
students are encouraged to do their best at their school (S2072)		98%	100%
students are treated fairly at their school (S2073)		93%	99%
student behaviour is well managed at their school (S2074)		88%	89%
staff are well supported at their school (S2075)		80%	86%
their school takes staff opinions seriously (S2076)		77%	86%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
their school looks for ways to improve (S2077)		92%	97%
their school is well maintained (S2078)		97%	99%
their school gives them opportunities to do interesting things (S2079)		88%	90%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

### Involving parents in their child's education

All parents and students participated in a face to face enrolment interview to assist students to transition successfully into the school. A Year 7/8 "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. 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 and can join the Music Supporters Group.

### Reducing the school's environmental footprint

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 amenities block is plumbed into rain water tanks. The Science block also has water tanks. All air conditioning units were regularly maintained to maximise efficiency and new air conditioning units are as energy efficient as possible. New buildings have been designed for passive energy control by being correctly orientated and insulated.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	554,200	7,259
2012-2013	557,460	6,771
2013-2014	501,438	0

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.

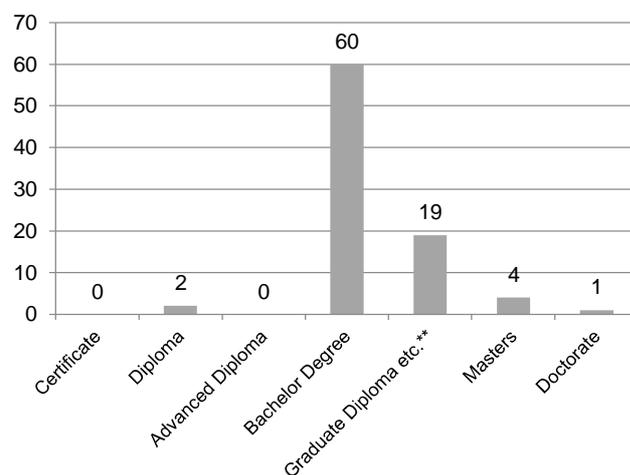
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	82	39	<5
Full-time equivalents	74	27	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	60
Graduate Diploma etc.**	19
Masters	4
Doctorate	1
<b>Total</b>	<b>86</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$64656

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 etc)
- YuMi Deadly Mathematics
- Queensland Studies Authority (Syllabus, panel training, assessment)
- Positive schools
- Non-violent Crisis Intervention
- VET/Industry
- Junior Schooling
- Special Education
- Students with Learning Difficulty
- Transition of Year 6 into high school

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

**Average staff attendance**

	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

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

From the end of the previous school year, 89% of staff was retained by the school for the entire 2014 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 webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry webpage. 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**

<b>Student attendance</b>	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	89%

The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

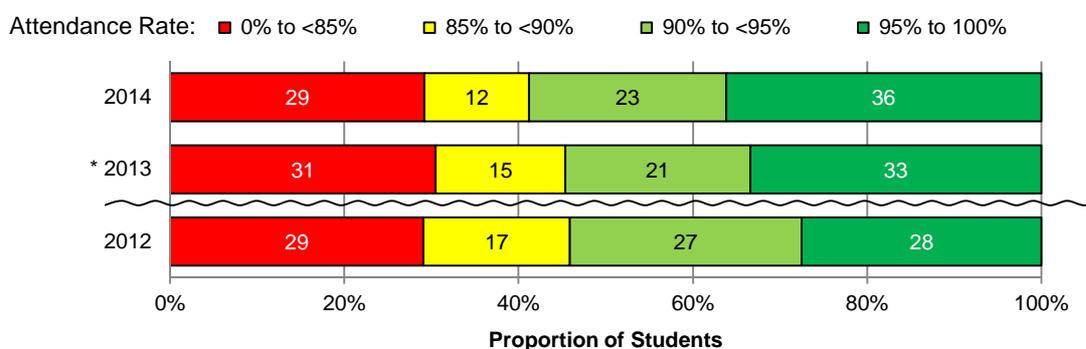
### Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								91%	88%	87%	86%	87%
2013								91%	87%	87%	87%	87%
2014								92%	88%	86%	89%	88%

DW = Data withheld to ensure confidentiality.

### Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

### 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. 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.

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 Cancellation" 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.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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

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

Search by suburb, town or postcode

Sector  Government  
 Non-government

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

The attendance rate for Indigenous students improved from 81.4% in 2013 to 84.8% in 2014. In 2014 the attendance rate for non-Indigenous students was 89.1%. The percentage rate of all student attendance less than 85% was 29.2%, while it was 50.0% for Indigenous students. The apparent retention rate of Indigenous students was 10.6% less than non-Indigenous students. On NAPLAN the Mean Scale Score gap between Indigenous and non-Indigenous students for reading was 50, writing 31 and numeracy 38. The sample size was very small (12 or 13 students) so trend data is not meaningful between cohorts. Three male Indigenous boys were selected for leadership positions in 2014 and gained university entry in 2015.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	87%	86%	81%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	166	193	157
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	3
Number of students receiving an Overall Position (OP)	76	77	69
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	32	18	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	115	131	110
Number of students awarded an Australian Qualification Framework Certificate II or above.	82	127	101
Number of students awarded a Queensland Certificate of Education (QCE) at the end	145	175	151

Outcomes for our Year 12 cohorts	2012	2013	2014
of Year 12.			
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.	78%	66%	62%
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.	96%	96%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	97%	99%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	10	20	29	11	6
2013	11	17	23	14	12
2014	7	16	20	22	4

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	67	70	27
2013	18	116	55
2014	18	79	52

As at 19 February 2015. The above values exclude VISA students.

### School Delivery – timetabled classes delivered by SDSHS staff

Certificate level	Qualification	No of students	Provider	Comments
	Business	42	Sandgate DSHS	On scope
Certificate I	Hospitality	17	Sandgate District SHS	On scope
	Vocational Pathways	6	MSTU	Partnership agreement
	Agrifoods	4	MSTU	Partnership agreement
Certificate II	Certificate II in Tourism	53	Sandgate District SHS	On scope
	Certificate II in Business	27	Sandgate District SHS	On scope
	Certificate II in Sport & Recreation	33	Ferny Grove SHS	Partnership agreement

	Certificate II in Workplace Practices	400	Sandgate District SHS	On scope
	Certificate II in Active Volunteering	37	Volunteering QLD	Partnership agreement
Certificate III	Certificate III in Children's Services	38	Deception Bay SHS	Partnership agreement
	Certificate III Active Volunteering	20	Volunteering QLD	Partnership agreement
	Certificate III in Business	12	MSTU	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/TAFE
	Engineering/Diesel Fitting	1	Skills Tech/TAFE
	Construction	3	Skills Tech/TAFE
	Furnishings	2	Skills Tech/TAFE
Certificate II	Cert II Electrotechnology	13	Skills Tech/TAFE
	Cert II Resources & Infrastructure	1	Skills Tech/TAFE
	Cert II Automotive	7	Skills Tech/TAFE
	Cert II Hairdressing	1	BNIT
	Cert II Hospitality	2	BNIT
	Cert II Health Administration	2	Diversity Education
Certificate III	Lab Skills	6	BNIT/Redcliffe SHS
	Children's Services	4	BNIT
	Events	7	BNIT
	Fitness	2	BNIT
	Hospitality	2	BNIT
	Tourism	6	MSTU
	Animal Studies	3	BNIT
	Beauty	6	BNIT
	Design Fundamentals	2	BNIT
	Visual Art	1	BNIT
Certificate IV	Education Support	1	BNIT

**School-based trainee/apprenticeships**

Certificate level	Qualification	Employer	No of students
Certificate III	Glass & Glazing	Winsulation	1
	Plumbing	CCI Plumbing	1
	Sport & Recreation	Hawks Sporting Club	1
	Carpentry	Goodwin/ All Trades	3
	Horticulture	Warehouse Cricket	2
	Retail	City Beach/McDonalds	4
	Media	Valhalla	11
	Business	Supa IGA/Mission Australia	2
	Hospitality	Sizzler, Coffee Club, Noodle Box, Muffin Break, Norths Devils, Aspley Hornets, Nandos	9
	Aged Care	Masonic Care/Anglicare	4
	Hairdressing	Tior Hair Salon	1
	Fitness	Snap Fitness	2
	Automotive	Pete's Garage	1

### Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

### Early school leavers information

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. 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.