

# Sandgate District State High School Queensland State School Reporting 2015 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 2015 goals
- Future outlook and a statement of priorities for 2016
- 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 2015

### 1. Continuous Improvement in Pedagogy

All teachers participated in a formal Performance Development Plan process. Additionally, the majority of teachers participated in the observation process with a member of administration. Peer coaching was introduced to support the implementation of Dimensions of Learning and the Powerful Learning Project. The New and Beginning Teacher's Development Program was reviewed. A new program was developed and implemented which was better aligned to the school improvement priorities. Great Results Guarantee funding was targeted towards professional development in the areas of literacy and numeracy.

### 2. Dimensions of Learning (DoL)

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

In addition, Sandgate District State High School joined the Powerful Learning Project in conjunction with the Metropolitan Region, the Myer Foundation and McREL Education. This project aims to increase student curiosity, increase consistency between classroom teachers and develop teacher performance. Staff will implement ten theories of action throughout the life of this project. A leadership team has been created and provided with in-service. In term four of 2015, a trial was conducted of coaching triads focussing on Theory of Action 5 – Harnessing Learning Intentions, Narrative and Pace. The staff involved in the trial triads will lead coaching triads in 2016 as all staff become involved in the coaching process

### 3. 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. Staff rewarded students using the One School positive behaviour capability. As a result the school recorded the highest number of positive behaviours since the introduction of SWPBS. For the first time, one year level had more positive behaviours recorded than negative ones. The school also awarded the first annual SWPBS student of the year awards for junior and senior school. After a review, the school chose not to progress to Tier 2. Whilst high functioning in most capacities for Tier 2, it was recommended that for our setting, Tier 2 was not required and we continue to function as a high performing Tier 1 School.

Two teachers completed three Functional Behavioural Assessments (FBA) during the year allowing a targeted approach to the management of behaviour for these students. Literacy was used as a focus for students referred to the Responsible Thinking Room. Targeted programs including Deep Blue Line, Drumbeat, Sandgate Samurai and Social Skilling groups were offered at school, while referrals were made to off-school site programs including Girls Going Great, Laser and STIP. Weekly updates provided feedback regularly to all staff and a more detailed Term Staff update also informed staff of the progress the school was making with SWPBS.

### 4. Literacy/Numeracy

A process to use data to identify students for targeted interventions was developed and implemented. Identified students accessed a variety of interventions suited to their literacy needs. Reading to Learn (R2L) training was provided to nine staff members and a plan for introducing R2L across English and Science was developed. Author visits focussed on ideas generation as this was identified in NAPLAN as an area needing development. The school purchased a combination of curriculum related and free choice reading materials at appropriate reading ages for junior secondary students. Work continued on providing individual literacy and numeracy improvement plans for each student. The Literacy Lead Teacher assisted in program delivery for students below the National Minimum Standard, provided pedagogical and data support to teachers and led the R2L implementation planning.

## 5. Digital Learning

The Information Communication Technology (ICT) Co-ordinator and IT HoD developed a fluid professional development calendar based on the on-going needs of teachers, matched to “point in time” requirements. This allowed alignment with the wide range of new operational ICT processes being rolled out, as well as whole school identified staff ICT needs. The ICT Co-ordinator coached staff members individually and at faculty level to improve professional practice. Students enrolled in the Academic Achievers Program and Immerse IT received consistent digital practice strategies in core classes and teachers in these programs received a tailored digital pedagogy professional development program.

## 6. Pathways

The “Work Readiness” of students was developed through the explicit teaching of employability skills and attitudes. Students were 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 continued to be informed about alternate pathways throughout the Senior School phase of learning. The alignment of Year 10 curriculum with the Senior School was strengthening. The PAC Committee reviewed existing partnerships and developed new partnerships to ensure students were given the opportunity to learn in a “real world” context. A Trade Skills Centre with a focus on small motor mechanics and engineering was opened in on 13 May 2016.

### Future outlook

<b>Literacy and Numeracy</b> <ul style="list-style-type: none"> <li>- Implement Reading to Learn in English and Science</li> <li>- Improve results of students below NMS</li> <li>- Develop numeracy strategy</li> </ul>	<ul style="list-style-type: none"> <li>- 100% of teachers in Science and English can use R2L</li> <li>- 100% of students below NMS improve</li> <li>- Numeracy NAPLAN scores are commensurate with "Like Schools"</li> </ul>	2016
<b>Dimensions of Learning</b> <ul style="list-style-type: none"> <li>- DoL incorporated into planning and teaching</li> </ul>	<ul style="list-style-type: none"> <li>- Observed consistent implementation of WALT, WILF and TIB in classrooms</li> <li>- Dimensions 3 and 4 are evident in all unit plans</li> </ul>	Sem 1 2016  Sem 2 2016
<b>Using Data to Inform Teaching Practice</b> <ul style="list-style-type: none"> <li>- Introduce placemats in junior school</li> <li>- Use senior school tracking tools effectively</li> </ul>	<ul style="list-style-type: none"> <li>- All junior school teachers use placemats to individualise learning</li> <li>- 98% of Year 12 students achieve their QCE</li> </ul>	2016
<b>Powerful Learning Project (PLP)</b> <ul style="list-style-type: none"> <li>- Implement Theory of Action 5 – Harness learning intentions, narrative and pace</li> <li>- Implement Theory of Action 7 – Frame Higher Order Questions</li> </ul>	All staff participate in one peer coaching triad each semester.	Sem 1 2016 Sem 2 2016
<b>Performance Development Plan (PDP)</b> All staff identify two improvement goals during PDP interviews	All staff have a PDP uploaded in One School	2016
<b>School Wide Positive Behaviour (SWPBS)</b> <ul style="list-style-type: none"> <li>- Implement 10 min lessons to explicitly teach behavioural expectations</li> <li>- Implement VIVO rewards system</li> <li>- Develop and refine school targeted programs</li> </ul>	<ul style="list-style-type: none"> <li>- Reduce Responsible Thinking classroom referrals by 10%</li> <li>- 100% of staff use VIVO</li> <li>- Reduce school disciplinary absences by 10%</li> </ul>	2016
<b>Junior Secondary</b> <ul style="list-style-type: none"> <li>- Regular Junior Secondary newsletter</li> <li>- Workshops for Year 7 and new students</li> <li>- Increase PD for teachers teaching outside the area in which they are qualified</li> </ul>	<ul style="list-style-type: none"> <li>- Increase in Opinion Survey data re: parent communication</li> <li>- 10% decrease in behavior referrals for minor incidents</li> <li>- Increase in academic results d-c and b-a</li> </ul>	2016  Term 1 2016
<b>Pathways</b> <ul style="list-style-type: none"> <li>- Develop partnerships with TAFE, industry and Trade Skill Centre</li> <li>- Visit local universities to expand the horizon of our students</li> </ul>	<ul style="list-style-type: none"> <li>- 90% of students on track to complete AQTF qualification</li> <li>- Students make informed decisions about post school destination</li> </ul>	2016 Terms 2-3

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Year 7 - Year 12

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	988	495	493	60	90%
2014	909	446	463	51	91%
2015	1033	508	525	68	92%

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.

### 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 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

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	24	22
Year 11 – Year 12	19	20	19

\*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.

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	203	160	192
Long Suspensions - 6 to 20 days	38	13	16
Exclusions	19	5	7
Cancellations of Enrolment	10	13	8

\* 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.

## 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 and 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, Strings, 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
- Sister school Senri International
- Interschool, regional, district, state and national representative sport.

#### **How Information and Communication Technologies (ICT) are used to improve learning**

Staff have been training in the use of OneNote for recording class notes and other MS Office programs for use in the classroom and planning. Faculties have explored the resources available in The Learning Place, including C2C resources. Monitoring software is used to assist teaching in classrooms. 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 training has focused on ensuring that technology is working for teachers in the classroom, so that they can rely on technology to enhance learning.

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 program 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 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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	94%	94%	93%
this is a good school (S2035)	94%	97%	95%
their child likes being at this school (S2001)	93%	93%	92%
their child feels safe at this school (S2002)	94%	99%	95%
their child's learning needs are being met at this school (S2003)	87%	93%	98%
their child is making good progress at this school (S2004)	90%	94%	95%
teachers at this school expect their child to do his or her best (S2005)	94%	99%	97%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	94%	93%	92%
teachers at this school motivate their child to learn (S2007)	90%	91%	91%
teachers at this school treat students fairly (S2008)	79%	86%	86%
they can talk to their child's teachers about their concerns (S2009)	90%	93%	95%
this school works with them to support their child's learning (S2010)	79%	92%	91%
this school takes parents' opinions seriously (S2011)	79%	88%	90%
student behaviour is well managed at this school (S2012)	73%	83%	90%
this school looks for ways to improve (S2013)	93%	98%	92%
this school is well maintained (S2014)	83%	96%	93%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
they are getting a good education at school (S2048)	95%	96%	98%
they like being at their school (S2036)	94%	91%	96%
they feel safe at their school (S2037)	94%	90%	93%
their teachers motivate them to learn (S2038)	92%	95%	90%
their teachers expect them to do their best (S2039)	99%	99%	99%
their teachers provide them with useful feedback about their school work (S2040)	93%	91%	89%
teachers treat students fairly at their school (S2041)	84%	85%	85%
they can talk to their teachers about their concerns (S2042)	77%	84%	79%
their school takes students' opinions seriously (S2043)	78%	77%	76%
student behaviour is well managed at their school (S2044)	73%	79%	75%
their school looks for ways to improve (S2045)	95%	95%	92%
their school is well maintained (S2046)	92%	91%	93%
their school gives them opportunities to do interesting things (S2047)	94%	94%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	92%	97%	95%
they feel that their school is a safe place in which to work (S2070)	95%	97%	100%
they receive useful feedback about their work at their school (S2071)	85%	85%	84%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	80%	88%	87%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	93%	99%	100%
student behaviour is well managed at their school (S2074)	88%	89%	97%
staff are well supported at their school (S2075)	80%	86%	87%
their school takes staff opinions seriously (S2076)	77%	86%	89%
their school looks for ways to improve (S2077)	92%	97%	100%
their school is well maintained (S2078)	97%	99%	97%
their school gives them opportunities to do interesting things (S2079)	88%	90%	94%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## 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 can access and participate fully at school. This has been achieved in 2015 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.

## Reducing the school's environmental footprint

This year a student Environmental Committee was established. This committee encouraged staff and students to turn off fans, air conditioners and lights when a room was not being used. A decrease in electricity use would seem to indicate that the Environmental Committee's simple strategy did impact positively on energy use in the school.

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 were 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
2012-2013	557,460	6,771
2013-2014	501,438	0
2014-2015	491,993	5,709

\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into One School 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.

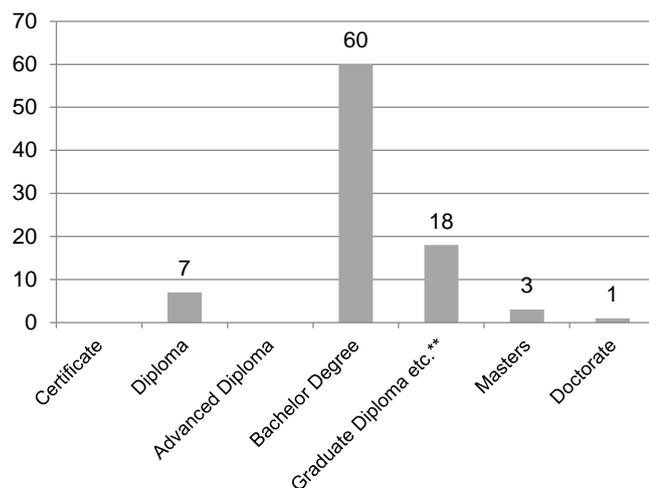
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	89	43	<5
Full-time equivalents	82	29	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	
Diploma	7
Advanced Diploma	
Bachelor Degree	60
Graduate Diploma etc.**	18
Masters	3
Doctorate	1
<b>Total</b>	<b>89</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 2015 were \$47 562

The major professional development initiatives were:

- 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 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

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

From the end of the previous school year, 92% of staff was retained by the school for the entire 2015 school year.

## School income broken down by funding source

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

Sector:

Government

Non-government

Where it says '**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 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.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	81%	85%	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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

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

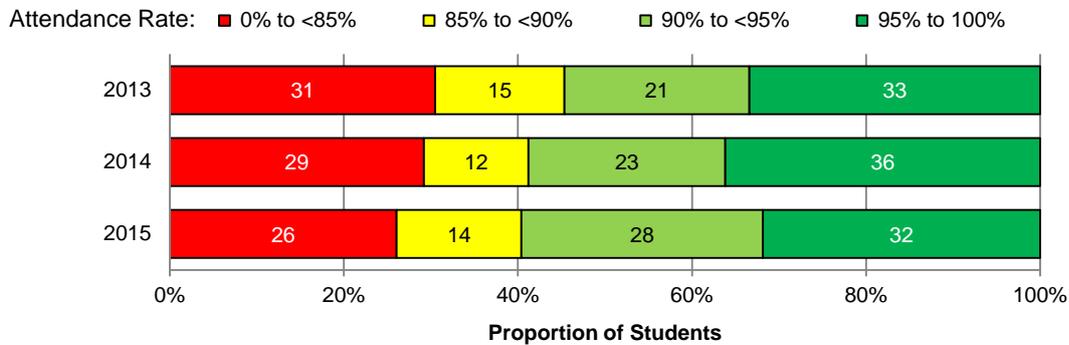
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									91%	87%	87%	87%	87%
2014									92%	88%	86%	89%	88%
2015								91%	91%	88%	86%	88%	88%

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.



**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.

### 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 that 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.

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.

### 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

GO

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Sector:

Government

Non-government

SEARCH

Where it says '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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	86%	81%	76%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	88%	71%	45%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	193	157	166
Number of students awarded a Queensland Certificate of Individual Achievement.	1	3	0
Number of students receiving an Overall Position (OP)	77	69	76
Percentage of Indigenous students receiving an Overall Position (OP)	33%	25%	33%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	26	22
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	131	110	140
Number of students awarded an Australian Qualification Framework Certificate II or above.	127	101	137
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	175	151	166
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	92%	88%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	66%	62%	67%
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%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	99%	95%

As at 16 February 2016. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
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
2013	11	17	23	14	12
2014	7	16	20	22	4
2015	11	14	26	23	2

As at 16 February 2016. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	18	116	55
2014	18	79	52
2015	18	130	48

As at 16 February 2016. The above values exclude VISA students.

**VET delivery at SDSHS in 2015****School Delivery**

Timetabled classes delivered by SDSHS staff

<b>Certificate level</b>	<b>Qualification</b>	<b>No of students</b>	<b>Provider</b>	<b>Comments</b>
Certificate I	Business	19	Sandgate DSHS	On scope
	Financial Services	17	Sandgate DSHS	On scope
	Tourism	29	Sandgate DSHS	On scope
Certificate II	Business	41	Sandgate DSHS	On scope
	Dance	7	Sandgate DSHS	On scope
	Sport & Recreation	43	Sandgate DSHS	On scope
	Active Volunteering	19	Sandgate DSHS	On scope
	Information, Digital Media & Technology	35	Sandgate DSHS	On scope
	Tourism	62	Sandgate DSHS	On scope
	Skills for Work & Vocational Pathways	331	Sandgate DSHS	On scope
Workplace Practices	173	Sandgate DSHS	On scope	
Certificate III	Business	15	Sandgate DSHS	On scope
	Active Volunteering	14	Volunteering QLD	Partnership agreement
	Child Services	32	Deception Bay SHS	Partnership agreement
	Sport & Recreation	33	Binnacle	Partnership agreement

**TAFE & Other Delivery**

Students attend a TAFE campus one day a week

<b>Certificate level</b>	<b>Qualification</b>	<b>No of students</b>	<b>Provider</b>
Certificate 1	Plumbing	1	Skills Tech
	Construction	7	Skills Tech
Certificate II	Engineering Pathways	1	Skills Tech
	Electro technology	2	Skills Tech
	Automotive – Light Vehicle	3	Skills Tech/AccelR8 Program
	Logistics	2	Skills Tech/GenR8 Program
	Rural Operations/Animal Studies	2	TAFE
	Hospitality	1	TAFE
Certificate III	Lab Skills	4	TAFE/Redcliffe SHS
	Indigenous Land Management	5	Nudgee Beach Environmental Centre
	Animal Studies	3	TAFE
	Children Service's	2	TAFE
	Beauty Services	1	TAFE
	Fitness	3	TAFE
	Visual Arts	1	TAFE
	Design Fundamentals	2	TAFE
Diploma	Business	20	Careers Australia at Sandgate DSHS

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

<b>Certificate level</b>	<b>Qualification</b>	<b>Employer</b>	<b>No of students</b>
Certificate II	Horticulture	Australian Training Company & Sandgate DSHS	2
Certificate III	IDMT	Lightmare Studios	10
	Business	Supa IGA/Sandgate DSHS/City Beach	6
	Hairdressing	Stylz, Classic Images	2
	Childcare	Brisbane City Childcare	1
	Retail Operations	McDonald's	3
	Aged Care	Masonic & Anglicare	6
	Carpentry	De Gee Group	2
	Hospitality	Muffin Break, Sizzler, Boost Juice, Donut King, Hungry Jacks,	7
	Glass & Glazing	Winsulation	1
	Kitchen Operations	Coffee Club	1
	Fitness	Jetts, Firm Up Fitness, SNAP Fitness	3
	Business Administration	Mission Australia	1
	Wall & Ceiling Lining	Bluey's Plastering	1
	Panel Beating	McDonald's Smash Repairs	1
	Plumbing	CCI Plumbing	1
	Spray Painting	McDonald's Smash Repairs	1
Painting & Decorating	Collings Painters & Decorators	1	

**Post-school destination information**

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 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.