

Sandgate District State High School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 195 Sandgate 4017
Phone	(07) 3869 9888
Fax	(07) 3869 9800
Email	the.principal@sanddistshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person	Jeanette Gentle

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 2013 goals
- Future outlook and a statement of priorities for 2014
- 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

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School progress towards its goals in 2013

Literacy

- A PAT R diagnostic test was conducted on Year 8 students at the commencement of Term 1 2013. Results of testing were analysed against the NAPLAN 2012 data for the year 8 cohort who were assigned additional literacy support. Anomalies were found within the data. Further investigation of literacy data was conducted. A review of literacy programs targeting low level learners and students with diverse learning needs indicated that more rigorous testing and analysis of data was required. Previous dissemination of a stanine ranking to staff had little effect as staff were not able to make a correlation with stanine indication and support requirements.
- NAPLAN data 2013 indicated that Writing was the area of greatest weakness across the cohort. The 2013 results indicated there had been minimal positive shifts in the percentage of students working toward meeting the NMS. Research into literacy strategies to improve individuals' skills to meet the demands of writing, in a secondary setting, indicated the need to focus on the development of inferential reading comprehension strategies. Further diagnostic testing of inferential reading comprehension using TORCH and YARC testing was identified and the tests were purchased at the end of 2013.
- A small school licence for PAT testing (PAT R, PAT M, PAT Grammar & Punctuation) electronically was purchased. This allowed results to be correlated and disseminated efficiently. Students who were identified as low level readers were tested and results of their testing provided instructional direction for literacy support across faculties. It was agreed that a whole school licence would be purchased in 2014.
- Broader diagnostic testing, analysis of data and formative assessments informed literacy intervention and class groupings.
- Professional Development was provided to Learning Support staff to build on their knowledge of teaching reading comprehension for writing and inferential reading strategies. Training in Dyslexia and Significant Reading Difficulties at a regional level was supported by the Learning Support teacher and HOSES.
- Professional Development and training in Multi-Lit Reading Tutor program was provided to HOSES and Learning Support teacher to build teacher effectiveness and expertise. Multi-Lit and WARP were identified as effective research-based programs to support students who required significant support with developing the basic skills of reading.
- A review of the Learning Support intervention model was conducted in response to the audit of the Strategic Improvement Plan- Literacy 2011 - 2014. The review highlighted areas for targeted improvement. The Response to Intervention model was recommended for implementation in 2014.
- "Adopt-A-Reader" program continued for targeted students in Year 8 who were identified with poor reading fluency. NAPLAN data for a majority of these students indicated they had met NMS for reading in 2012.
- Diagnostic test results were uploaded on to OneSchool to provide class teachers with a broader scope of information to inform their planning and preparation.
- Students in Year 10 who were identified as requiring explicit instruction and more functional literacy skills were enrolled in the BSK programme.
- Literacy goals for students with diverse learning needs were documented on OneSchool.

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- Research of other school programs for embedding literacy, across faculties in a secondary setting, was conducted in Term 2 & 3. Information on program development and effective pedagogical strategies were presented to the LMT and informed the development of the Literacy Strategic Improvement Plan 2014 – 2017.
- English department implemented the C2C units across Year 8 – 10. Literacies of the unit were explicitly taught. Literacy warm-ups were derived from the C2C content descriptors.
- Consultation and collaboration with LS, Maths and English departments led to the Identification of the need to develop a consistent approach to literacy and the strategies and routines associated with reading content area texts. The goals of RTI intervention were aligned to support and encourage identified struggling readers to apply reading skills and strategies to different texts across faculties.

eLearning

- Mandatory 1:1 laptop program for Year 11 and 12 students.
- 1:1 laptop program for Year 8-10 Immerse IT enabling these classes to operate in a 1:1 environment for core subjects.
- 1:1 tablet program for Year 8-9 Academic Achievers Program enabling these classes to operate in a 1:1 environment for core subjects.
- Students in the junior school currently access 140 desktop computers via 5 labs as well as 62 laptops held in laptop trolleys available in CRIMS and Music.
- Wireless connectivity is 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) was formed within the school, made up by teachers who underpin their pedagogy and student learning with effective contemporary practice. The eLearning team developed a strategic plan to progress the digital learning agenda in the school.
- Teachers-Teaching-Teachers (TTT) professional development initiative has continued across the school to up-skill staff in contemporary digital pedagogical practice.

Active Student Learning

- The school's pedagogical framework “Dimensions of Learning” (Marzano) began to be implemented. The whole staff received training in Dimension 1: Attitudes and Perceptions and Dimension 5: Habits of Mind. In addition, the implementation team received intensive professional development in these two dimensions. Team members were paired with each other to implement the dimensions in their classrooms and receive feedback from their pair in Semester 1. In Semester 2 the implementation team worked with the rest of the staff to implement Dimension 1 and 5 across the school.
- In staff meetings, faculties demonstrated how they were implementing Dimensions of Learning.
- Faculties have worked to redesign curriculum to incorporate the Dimensions of Learning.
- The school continued to implement School Wide Positive Behaviour based on three core values “Be Respectful”, “Be Work Ready”, “Be Your Best”. The school's Responsible Behaviour Plan was rewritten to incorporate these values and the intent of the “School Wide Positive Behaviour Support Program. The values have provided a common language to discuss behavior in the school.
- The behaviour expected 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 has been developed to reinforce positive behaviour

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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 one performance conversation during the year. Each conversation identified areas of teaching strength, 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 their performance conversation, provided the main impetus of the whole school Professional Development Plan.

Facilities

- F block was refurbished in readiness for Year 7 students entering high school.
- T Block was removed from the school site.
- The area between F and C Block was redeveloped with hand ball playing surfaces, gardens and seating.

Positive Engagement of Parents

- Parents were invited to a Welcome to Year 8 BBQ, information evenings, subject selection evenings, Open Day, Awards Night, Sports Awards Night, Sport Academy Dinners, Principal's Honour Roll morning tea, Straight A for Effort morning tea, performance nights (Drama, Dance, Music), Harmony 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 and Music Supporters P&C sub-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 issue arose or to let a parent know their student had done something positive.

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Future outlook

School Improvement Priorities for 2014 include:

- Implementation of Dimensions of Learning
- Implementation of School Wide Positive Behaviour Support
- Development of Pedagogical Leadership
- Literacy
- Numeracy
- eLearning
- Partnerships

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1051	516	535	92%
2012	1025	511	514	92%
2013	988	495	493	90%

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 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		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	26	24	23
Year 11 – Year 12	21	20	19

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	237	255	203
Long Suspensions - 6 to 20 days	43	46	38
Exclusions	5	15	19
Cancellations of Enrolment	3	11	10

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 Achievers 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 Social Sciences.

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 were 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
- 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.

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 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 involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities 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 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, Senri students visit Sandgate and vice versa
- Interschool, regional, district, state and Australia 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 and staff also receive a monthly ICT newsletter highlighting digital practices for the classroom. Resources to assist digital learning include: mandatory 1:1 laptop program for Year 11 and 12 students; 1:1 tablet programme for Year 8-10 Academic Achievers and Immerse IT students enabling these students to operate in a 1:1 environment for core subjects. 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.

Our school at a glance

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 of 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. 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 support team comprising of 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 and follow students throughout their journey through the school. The impact of the positive school wide behaviour program in the school can clearly be seen in the student data below and demonstrate 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 have been dropping. At the same time there has been a growth in positive referrals.

Parent, student and staff satisfaction with the school

There has been a pleasing improvement in the satisfaction of students with the school. The school works from a philosophy that happy students get good results. Parents and staff generally express very high levels of satisfaction with most aspects of the school.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	100%	94%
this is a good school (S2035)	94%	94%
their child likes being at this school* (S2001)	88%	93%
their child feels safe at this school* (S2002)	100%	94%
their child's learning needs are being met at this school* (S2003)	100%	87%
their child is making good progress at this school* (S2004)	100%	90%
teachers at this school expect their child to do his or her best* (S2005)	100%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	94%
teachers at this school motivate their child to learn* (S2007)	94%	90%
teachers at this school treat students fairly* (S2008)	88%	79%
they can talk to their child's teachers about their concerns* (S2009)	94%	90%
this school works with them to support their child's learning* (S2010)	100%	79%
this school takes parents' opinions seriously* (S2011)	94%	79%
student behaviour is well managed at this school* (S2012)	93%	73%
this school looks for ways to improve* (S2013)	94%	93%
this school is well maintained* (S2014)	100%	83%

Our school at a glance

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

Performance measure	
Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	92%
they feel that their school is a safe place in which to work (S2070)	95%
they receive useful feedback about their work at their school (S2071)	85%
students are encouraged to do their best at their school (S2072)	98%
students are treated fairly at their school (S2073)	93%
student behaviour is well managed at their school (S2074)	88%
staff are well supported at their school (S2075)	80%
their school takes staff opinions seriously (S2076)	77%
their school looks for ways to improve (S2077)	92%
their school is well maintained (S2078)	97%
their school gives them opportunities to do interesting things (S2079)	88%

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

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 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 are 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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	537,581	4,440
2011-2012	554,200	7,259
2012-2013	557,460	6,771

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

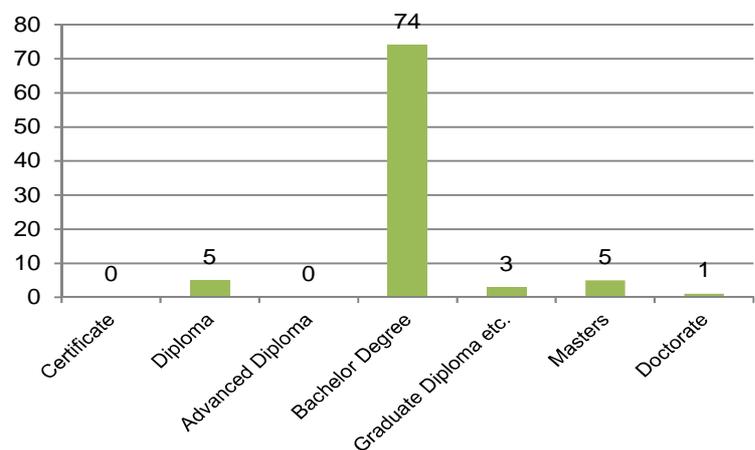
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	83	37	<5
Full-time equivalents	75	27	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	74
Graduate Diploma etc.	3
Masters	5
Doctorate	1
Total	88



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ \$29750 .

The major professional development initiatives are as follows:

- Dimensions of Learning
- School Wide Positive Behaviour
- eLearning
- 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

The proportion of the teaching staff involved in professional development activities during 2013 was 96 %.

Average staff attendance	2011	2012	2013
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, 97% of staff was retained by the school for the entire 2013 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.

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	88%	88%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

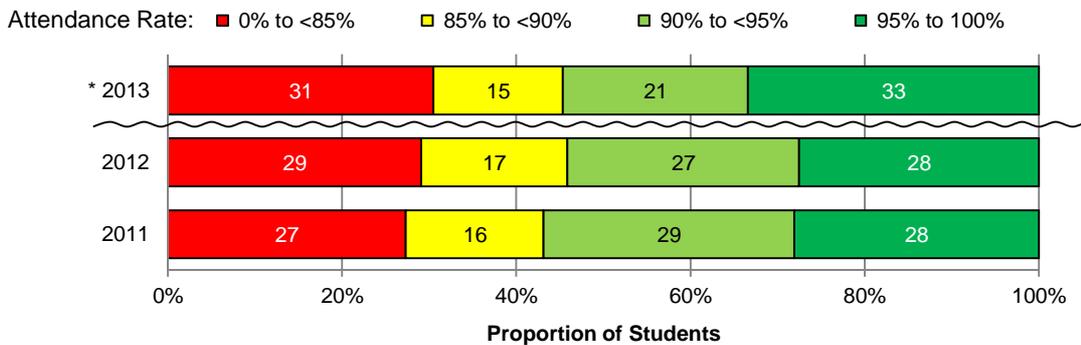
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								91%	86%	86%	88%	88%
2012								91%	88%	87%	86%	87%
2013								91%	87%	87%	87%	87%

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 from 2013 to that of previous years.

Performance of our students

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 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. 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

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Performance of our students

Achievement – Closing the Gap

The attendance rate for Indigenous students was 81.4% compared to 88.2% for non-Indigenous students. The percentage rate of all student attendance less than 85% was 30.5%, while it was 46.4% for Indigenous students. The apparent retention rate of Indigenous students was similar to non-Indigenous students. On NAPLAN the Mean Scale Score gap for reading was 48, writing 34 and numeracy 42. The sample size was very small (9 or 10 students) so trend data is not meaningful between cohorts. Three male Indigenous boys were selected for leadership positions in 2014.

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	71%	87%	86%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	188	166	193
Number of students awarded a Queensland Certificate Individual Achievement.	0	1	1
Number of students receiving an Overall Position (OP).	101	76	77
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	32	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	121	115	131
Number of students awarded an Australian Qualification Framework Certificate II or above.	79	82	127
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	162	145	175
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.	70%	78%	66%
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.	95%	96%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	97%	97%

As at 5 May 2014. 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
2011	11	25	35	27	3
2012	10	20	29	11	6
2013	11	17	23	14	12

As at 5 May 2014. The above values exclude VISA students.

Performance of our 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
2011	73	70	17
2012	67	70	27
2013	18	116	55

As at 5 May 2014. The above values exclude VISA students.

VET delivery at SDSHS in 2013

School Delivery – timetabled classes delivered by SDSHS staff

Certificate level	Qualification	No of students	Provider	Comments
Certificate II	Certificate II in Tourism	48	Sandgate District SHS	On scope
	Certificate II in Business	23	Sandgate District SHS	On scope
	Certificate II in Workplace Practices	69	Bracken Ridge SHS	Partnership agreement
	Certificate II in IT	4	Sandgate District SHS	On scope
Certificate III	Certificate III in Children's Services	8	Deception Bay SHS	Partnership agreement
	Certificate III in Business	8	MSTU	Partnership agreement

Performance of our students

TAFE & Other Delivery – students attend a TAFE campus one day a week

Certificate level	Qualification	No of students	Provider
Certificate 1	Plumbing	5	Skills Tech/TAFE
	Engineering/Diesel Fitting	4	Skills Tech/TAFE
	Construction	3	Skills Tech/TAFE
	Doorway to Civil Construction	1	Skills Tech/TAFE
Certificate II	Cert II Electrotechnology	8	Skills Tech/TAFE
	Cert II Automotive	2	Skills Tech/TAFE
	Cert II Hairdressing	2	BNIT
	Cert II Hospitality & Events	4	BNIT
	Aged Care	1	South Bank TAFE
Certificate III	Cooking	2	BNIT
	Children's Services	14	BNIT
	Events	3	BNIT
	Fitness	6	BNIT & College of Health & Fitness
	Hospitality	2	BNIT
	Indigenous Land Management	13	MSTU
	Animal Studies	3	BNIT
	Beauty	4	BNIT
	Business	1	BNIT
	Fashion Design	1	BNIT

School-based trainee/apprenticeships

Certificate level	Qualification	Employer	No of students
Certificate III	Fitness	Bluefit	3
	Retail	City Beach/Sportsco	3
	Media	Valhalla	17
	Business	Sandgate DSHS	1
	Hospitality	Dominos/Subway/Outback Jacks	3
	Aged Care	Anglicare	2
	Retail	McDonalds	1
	Fitness	Academy of Sport	1
	Automotive	Burgess Auto	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 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 such as 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.