

Sandgate District State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

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

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

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

School progress towards its goals in 2018

2018 was the first year of implementation for the 2018-2021 Strategic Plan. The school worked consultatively with the School Improvement Unit in 2017 to develop Improvement Priorities.

1. Building Curriculum Expertise.

Strategies used in 2018 combined to increase the school’s capacity to improve student outcomes through providing a viable and guaranteed curriculum for all students.

- Active involvement in the BASE project to support curriculum strength within the local high school cluster.
- Extra staffing to support students at risk to access the curriculum.
- Senior Curriculum preparation to ensure the seamless introduction of the new system for Senior Schooling in Queensland for 2019.

2. Improving Writing

To increase student outcomes in writing, a number of targeted strategies were employed.

- Professional learning for all staff to develop school capacity to support students to improve their writing.
- Year 9 and 10 focus for the development of collaborative teaching teams.
- Whole school development of assessment task templates to provide consistent expectations for students across school faculties.

3. Feedback

2018 strategies focused on developing and refining feedback to and about students and their learning in order to give students the best opportunities to succeed.

- Data to support focus students through use of Data room and placemats for differentiation.
- In class feedback to students through tracking sheets and feedback cycles.

Future outlook

2019 will be the second year of the Strategic Planning cycle and will see further development and progress within the school’s improvement priorities:

1. Building Curriculum Expertise

2019 will see a shift in focus from planning for a viable and guaranteed curriculum to its implementation.

- Professional learning for all staff to complement the internal and external moderation processes related to the new senior curriculum.
- Continued involvement in BASE cluster to calibrate assessment writing and achievement standards.

2. Improving Writing

2019 will see a narrowing of the focus on improving writing to specifically target sentence structure and paragraphing.

- Engagement of Write That Essay to work with staff.
- Targeted writing improvement years 8 and 10 through implementation of sustained silent writing and explicit teaching of specific sentence and paragraph structures.

3. Feedback

2019 strategies will focus on feedback to staff around pedagogical practice and student engagement.

- Teacher professional learning through a focus on developing common pedagogical understanding and implementing collegial engagement processes.
- Student engagement and achievement through increased support for students at risk of not meeting NMS in literacy and increased programming for extension and engagement of students who are performing above NMS.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1044	1056	1088
Girls	492	489	515
Boys	552	567	573
Indigenous	72	78	79
Enrolment continuity (Feb. – Nov.)	94%	93%	93%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Sandgate DSHS is an urban school which draws its students predominantly from the surrounding Brisbane northside suburbs of Aspley, Bald Hills, Boondall, Bracken Ridge, Brighton, Sandgate, Shorncliffe, Taigum and Zillmere. Many students travel to school via bus and train, cycle on bikeways 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 along 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 by organising key events on the school calendar.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Year 7 – Year 10	23	23	22
Year 11 – Year 12	20	19	17

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our distinctive curriculum offerings

Academic Achievers Program: (years 7-9) Students gain entry on the basis of their year 6 results and their performance on an entry examination. Academic scholarships are awarded to some students entering the program. The AA 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 co-operatively 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 their capacity to use technology to deliver information in interactive and engaging ways and develop, apply and critically evaluate ICT in the context of the core key learning areas of Mathematics, English, Science and Humanities.

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 chosen sport. Students are exposed to physiotherapy, motivational speakers and high-level coaching.

Academies of Sport: (years 10-12) AFL, Rugby League, Netball and Soccer are all sports which are offered through the Academy. These 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
- 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 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. Indigenous students receive support from literacy tutors, ESL students from an ESL teacher and students with learning difficulty from learning support teachers.

Numeracy/Mathematics: (year 7-9) Numeracy is the second pillar of a sound general education. As such, the progress of students is tracked through the 6 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 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. 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 experience and assessment regimes are developed as required.

Co-curricular activities

- Instrumental Music Program (Brass, String, Percussion, Symphonic Wind Ensemble, Stage Band, Small Ensembles)
- Public Speaking (Debating, Lions Youth of the Year)
- Excursions (Music Tour, Science Trip to Canberra, Snow Trip, Japan Trip)
- Camps (Year 7, STEM, HPE, Senior Leaders, Music)
- Competitions (Word Perfect LOTE, Mathematics, Literacy, Eisteddfods, Music, Debating)
- Key School events (Harmony Week, Athletics Carnival, Swimming Carnival, Cross Country, Open Day, Enrolment Day)
- Environmental Committee charity projects and Leadership programs.
- Interschool, district, regional state and national representative sport.

How information and communication technologies are used to assist learning

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

The school operates a one to one laptop program including the option to bring your own device for students in years 10-12 and also for students in Immerse IT and Academic Achievers. Students in the junior school have access to laptop trolleys and computer labs to complement their learning. Wireless connectivity is available across the school. All classrooms have either interactive touch screen digital televisions or a data projector. Every block has a printer/copier which allows for “follow you” printing across the school, operated via student ID cards.

Social climate

Overview

Sandgate DSHS has a very positive social climate which is informed by the values of Positive Behaviour for Learning (PBL). Students and staff aim to “Be Respectful” in all their interactions with others across the campus. Students and staff are expected to “Be Work Ready” and always “Be their Best.” Pastoral Care is delivered through the Sandgate Personal Development classes and Access classes focussing on explicitly teaching the values the school expects from the 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 rewards system 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 Officers, 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 PBL 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

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	98%	91%
• this is a good school (S2035)	94%	96%	92%
• their child likes being at this school* (S2001)	91%	99%	93%
• their child feels safe at this school* (S2002)	94%	98%	93%
• their child's learning needs are being met at this school* (S2003)	94%	96%	91%
• their child is making good progress at this school* (S2004)	91%	96%	89%
• teachers at this school expect their child to do his or her best* (S2005)	100%	99%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	95%	87%
• teachers at this school motivate their child to learn* (S2007)	90%	94%	88%
• teachers at this school treat students fairly* (S2008)	94%	94%	81%
• they can talk to their child's teachers about their concerns* (S2009)	92%	99%	94%
• this school works with them to support their child's learning* (S2010)	92%	94%	86%
• this school takes parents' opinions seriously* (S2011)	86%	93%	88%
• student behaviour is well managed at this school* (S2012)	85%	90%	80%
• this school looks for ways to improve* (S2013)	90%	96%	92%
• this school is well maintained* (S2014)	92%	98%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	93%	93%	95%
• they like being at their school* (S2036)	86%	84%	85%
• they feel safe at their school* (S2037)	90%	95%	89%
• their teachers motivate them to learn* (S2038)	90%	95%	90%
• their teachers expect them to do their best* (S2039)	100%	97%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	89%	92%
• teachers treat students fairly at their school* (S2041)	75%	87%	69%
• they can talk to their teachers about their concerns* (S2042)	78%	74%	66%
• their school takes students' opinions seriously* (S2043)	74%	74%	62%
• student behaviour is well managed at their school* (S2044)	70%	72%	61%
• their school looks for ways to improve* (S2045)	86%	89%	83%
• their school is well maintained* (S2046)	86%	91%	84%
• their school gives them opportunities to do interesting things* (S2047)	93%	91%	87%

Percentage of students who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	98%	96%
• they feel that their school is a safe place in which to work (S2070)	93%	93%	98%
• they receive useful feedback about their work at their school (S2071)	89%	88%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	88%	93%	85%
• students are encouraged to do their best at their school (S2072)	100%	100%	98%
• students are treated fairly at their school (S2073)	96%	95%	92%
• student behaviour is well managed at their school (S2074)	96%	91%	68%
• staff are well supported at their school (S2075)	87%	87%	78%
• their school takes staff opinions seriously (S2076)	78%	85%	81%
• their school looks for ways to improve (S2077)	94%	96%	91%
• their school is well maintained (S2078)	94%	98%	95%
• their school gives them opportunities to do interesting things (S2079)	86%	96%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

All parents and students participate in a face to face enrolment interview to assist students to transition successfully into the school. A "Welcome to High School Barbeque" was held early in the year. Parents were invited to the school to celebrate student accomplishment through Awards Night, Sports Awards Night, Sport Academy Dinners, Principal's Honour Roll Morning Tea, Chemistry Cheese tasting night and performance nights including dance, drama and music. Parents of year 10 students were involved in the Senior Education and Training Plan process through meetings with staff and information evenings. Information evenings regarding the introduction of the new Senior structure were held. Two parent teacher evenings were held during the year to coincide with reporting. The school used a number of electronic methods to communicate with parents, including the school webpage, SMS, email, facebook, twitter and electronic newsletter regarding events happening in the school and student progress. All parents were invited to attend monthly P&C meetings.

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

- consulting with feeder schools to gain a deeper understanding of the students and required adjustments.
- discussing with class teachers the adjustments that are required for individual students.
- collating information gathered to determine the adjustments required to ensure the educational success of students.
- assigning case managers to students to assist with the implementation of these adjustments.

Respectful relationships education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. All Junior Students participate in Sandgate Personal Development (YPD) classes weekly. YPD is a school developed program that incorporates a variety of activities, guest presenters and learning activities with a common theme of teamwork and respectful behaviour.

All senior students participate in a weekly program where social skills, work preparation skills, study skills and career exploration combine to enhance the emerging adults in the school to start the transition from student to respectful adult.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	236	190	217
Long suspensions – 11 to 20 days	9	9	16
Exclusions	6	11	11
Cancellations of enrolment	2	2	1

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Staff and students are conscious of the environment and the impact that our behaviours have. Simple management procedures aim to reduce unnecessary water and electricity use. Students are encouraged to also reduce unnecessary use. The student leaders have an Environmental Committee which allows students a voice in addressing environmental issues both within and beyond the school gate.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	543,033	487,049	508,461
Water (kL)	3,443	1,261	

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	99	49	5
Full-time equivalents	92	35	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	12
Graduate Diploma etc.*	19
Bachelor degree	65
Diploma	2
Certificate	0

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$71 853.

The major professional development initiatives are as follows:

- Literacy Expert
- QCAA curriculum development
- BASE cluster
- Systemic (Code of Conduct, Child Protection, Asbestos, CPR, medical responses)
- Students with specific learning needs

The proportion of teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 97% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	89%	87%
Attendance rate for Indigenous** students at this school	84%	81%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

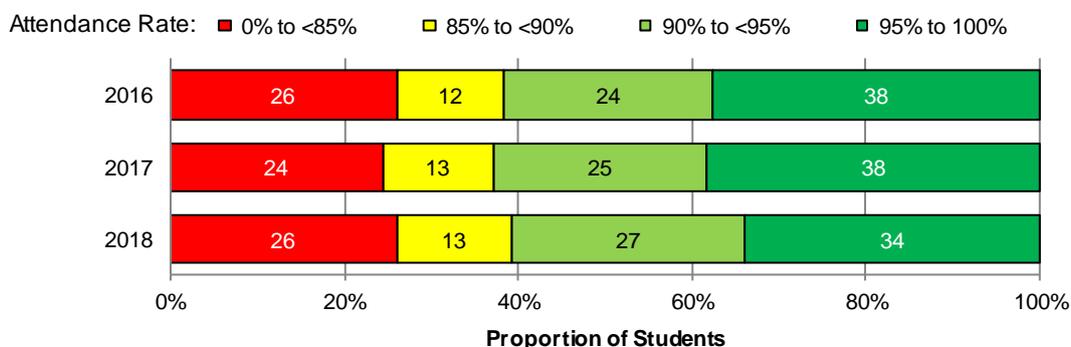
Year level	2016	2017	2018
Year 7	92%	91%	90%
Year 8	89%	89%	87%
Year 9	85%	88%	88%
Year 10	86%	84%	86%
Year 11	89%	89%	86%
Year 12	90%	90%	88%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Access teachers mark the roll at the start of each day in Compass roll marking software and the Attendance Officer processes this data to allow unexplained absences to be responded to with an automatically generated SMS message requesting that the parent explain the absence. Parents can send in a note, email the school, leave a phone message, respond to the SMS via text or call the school to explain 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 without reason for Year Level Coordinators to follow up. Serial truants are referred to Deputy Principals to 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 responsibility to ensure their child's attendance at school. Referral is made to the Guidance Officer 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 student to discuss what is stopping the student 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 alternate pathways to re-engage at risk students
- Celebrate good attendance as part of “Work Readiness”
- Letters to parents listing absences with invitations to meet with the Guidance Officer and Deputy Principal.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on ‘View School Profile’ of the appropriate school to access the school’s profile.

4. Click on ‘NAPLAN’ to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school’s NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	158	158	160
Number of students awarded a QCIA	0	1	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	158	157	159

Description	2016	2017	2018
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	47	60	67
Percentage of Indigenous students who received an OP	13%	30%	40%
Number of students awarded one or more VET qualifications (including SAT)	138	156	158
Number of students awarded a VET Certificate II or above	130	154	157
Number of students who were completing/continuing a SAT	27	25	19
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	74%	73%	84%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	87%	98%	97%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	10	11	9
6-10	13	14	28
11-15	12	19	19
16-20	8	13	10
21-25	4	3	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	103	88	98
Certificate II	106	147	156
Certificate III or above	86	74	56

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate I in Business

Certificate I in Information, Digital Media and Technology

Certificate I in Tourism

Certificate II in Automotive Vocational Preparation

Certificate II in Active Volunteering

Certificate II in Business

Certificate II in Dance

Certificate II in Engineering Pathways

Certificate II in Information, Digital Media and Technology

Certificate II in Tourism

Certificate III in Active Volunteering

Certificate III in Business

Certificate III in Early Education and Care

Certificate III in Fitness

Diploma in Business

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	91%	92%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	83%	71%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Students who are at risk of having their enrolment cancelled or leaving prior to the completion of year 12 are supported using a variety of approaches. Students at risk of cancellation are scheduled to have a one-on-one meeting 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 Arethusa or change 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 will be 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.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.sandgatedistrictshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>