

Dakabin State High School

Queensland State School Reporting

2014 School Annual Report



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Principal's foreword

Introduction

Dakabin State High School is a Band 11 co-educational secondary school with an enrolment at the start of 2015 (Feb) of 951 across Years 7 to 12. Dakabin State High School was established in 1978 and is located on the northern side of Brisbane approximately 30kms from the CBD. The school's large feeder areas include the suburbs of Kallangur, Narangba, Dakabin, Dayboro, Kurwongbah and Petrie. It is conveniently positioned with good access by road, rail and bus. It has developed and maintained strong community support, with academic and vocational foundations throughout its proud history. The student body is divided into two groups; junior secondary students in Years 7, 8 and 9; and senior students in Years 10, 11 and 12. Both academic and pastoral care processes and procedures are planned and implemented using the junior and senior school groupings.

School progress towards its goals in 2014

Our three main drivers for school improvement are articulated through our three values of Learning, Discipline and Community.

We are strongly committed in developing self-discipline within our student body. Self-Disciplined students reach their academic potential. We develop self-discipline through the enforcement of our school uniform, attendance, assessment and punctuality expectations. We strive to ensure our classrooms are free from disruption and students are safe within our school community.

In 2014:

- We created acknowledgement programs for students who consistently comply with our school expectations. This is implemented through celebration assemblies at the end of each term and weekly value awards.
- We continued the student support centre where students are sent if they disrupt the learning of others.
- We established strict guidelines around the wearing of our uniform to ensure compliance with health and safety regulations.
- We created transparent consequences for repeat offenders.
- Through strong communication links we have re-established community connections.
- We established e-Newsletters for parents and community organisations celebrating the achievements of our school.
- We established an e-Booking system for parents to access their child's teachers.
- We established a text message system as part of our student support centre alerting parents of potential issues.
- We have increased our school's exposure in the local media.
- We have re-connected transition programs with our feeder primary schools.
- Learning is our principle focus for students and teachers.
- We established the use of data in identifying individual programs for students.

Future outlook

Our school has a clearly defined improvement agenda approved by Regional Office, Staff and our P&C.

From 2015 our focus is to:

1. Improve the learning outcomes of all students.
2. Raise the expectations of staff and students towards life – long learning.
3. Improve student attendance.

We will achieve our goals through the daily modelling of our three core values. To assist in this process we have framed our three values around three core questions we should be asking our students and ourselves in every classroom, every day.

LEARNING - Are you ready to learn?

DISCIPLINE - Are you following our routines?

COMMUNITY - Are you treating others respectfully?

Our key strategies to meet our improvement targets are:

1. The Art and Science of Teaching
2. Common Curriculum Elements
3. Literacy and Numeracy
4. Pathways Program
5. QCS and NAPLAN Preparation
6. Student Welfare.
7. Attendance
8. Junior Secondary

Our School targets for 2014 are:

1. 100% students at or above NMS in Year 7 and Year 9.
2. 15% students in Year 7 and Year 9 upper two bands (9 or 10)
3. 95% attainment of a QCE for our exiting Year 12 students.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	936	483	453	87%
2013	888	475	413	88%
2014	818	438	380	86%

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

Characteristics of the student body:

Approximately 75% of currently enrolled students reside in one of the 6 local feeder suburbs, with the remainder drawn from over 28 suburbs. Students come from a variety of cultural backgrounds, other than Australian and Indigenous Australian. The student body has representations from 27 different nationalities. As of February 2015, 63 Indigenous students (7%) are enrolled at Dakabin State High School.

Aboriginal and Torres Strait Islander students are well supported by the employment of a specialist teacher aide. Students whose second language is English are supported in an EAL/D specialised unit at the school. The only EAL/D unit in the southern district of the North Coast Region.

Our Learning Support Staff tailors programs that support identified students requiring explicit adjustments to their individual programs.

Dakabin State High School's Special Education Unit supports students with disabilities in inclusive education programs including: intellectual impairment, autistic spectrum disorders, speech language impairment, and physical impairment. The Special Education program also delivers independent living skills programs and community-based learning opportunities for identified students.

Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	22	24	24
Year 11 – Year 12	18	18	17

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	315	185	287

Long Suspensions - 6 to 20 days	38	21	13
Exclusions [#]	14	9	8
Cancellations of Enrolment	13	15	20

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

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

Curriculum offerings

Our distinctive curriculum offerings

At Dakabin State High School we offer a broad range of subjects. In Year 11 and 12 over 40 subjects are on offer to our students. On top of these programs we also offer distinctive programs including but not limited to:

1. *Academic Achievers Program* - High achieving students are mentored and are provided with a range of University experiences.
2. *English as a Second Language Program* - Our ESL unit provides extensive support for students from all parts of the region.
3. *Learning Support in Literacy and Numeracy* - Students struggling in these areas are provided extra support in small class groupings in Year 8 and 9.
4. *Indigenous Student Program* - An Indigenous Teacher Aide provides extra support in Literacy and Numeracy, school attendance and employment opportunities.
5. *Special Education Unit* - Our SEU provides support for students with disabilities.
6. *Reading Program* - Students with low reading ability are exempted from LOTE in year 8 and are placed in an intensive reading program.
7. *Student Leadership Program* - Our student leadership program allows students to nominate for portfolio captain positions in areas of interest and passion both in our junior and senior cohorts.
8. *Instrumental Music Programs* - Our instrumental music program caters for all instruments, including strings. Our stage band are regular performers in a range of competitions.
9. *An outstanding Hospitality program recognised by industry for our quality outcomes.*
10. *An award winning Agriculture Program.*
11. *A Basketball Academy Program.*

Extra curricula activities

Dakabin provides all students of diverse interests a great variety of options for extra-curricular participation.

SPORT – Our sporting program has Years 7-9 playing in an optional Thursday afternoon interschool program. In Years 10-12 Sport is optional, but large numbers participate in an interschool competition on a weekly basis. Opportunities are provided for district, regional, state and national representation. We also offer a Basketball Academy Program in conjunction with the Northside Wizards.

THE ARTS – Instrumental Music – Strings Group, Concert Band, Big Band, Vocal Groups, Talent Quests, Dance and Drama Performances, Concerts, Dance Squad, Art Shows, School Dances

CITIZENSHIP – Student Council, Youth Parliament, World Vision (40 Hour Famine Appeal), Lions Youth of the Year, Blue Earth Committee (environmental awareness and action), Red Shield Appeal fundraiser, Anzac Parade.

COMPETITIONS – QDU debating, chess, curriculum based eg Maths Team Challenge, UNSW Maths competition, writing competition in English, UNSW English competition, Chemistry competition, Geography, Chefs of the Future, Holden Maryborough Technology Challenge, Ministerial Art Awards

CATTLE AND SHEEP SHOW TEAMS – compete in local shows and large events such as Beef Week in Rockhampton – a very successful aspect of the school farm and Agriculture program. Students participate in Show handling (managing a large animal like a bull in an arena judging environment) as well as Junior judging competitions. At the local shows both the students AND the animals are judged, often against those from professional animal studs. The many championship ribbons are displayed in the Agricultural Department.

LOTE – an extension program sees students travel to Japan approximately every second year to be immersed in the culture through home stays with host families and by visiting sites of Japanese cultural significant. Dakabin also hosts students from Japan each year.

How Information and Communication Technologies are used to assist learning

Dakabin SHS has a strong commitment to improvement in the area of integrated technology. This is evident by the following:

1. Yearly ICT plan with future and current targets and strategies – ICT plan is updated annually.
2. 96% of our teaching staff were awarded an ICT Pedagogical Licence.
3. Technology committee meetings at least each term to discuss issues, current policies and set performance targets.
4. Annual survey of staff to judge current perceptions and to identify future needs.
5. Over 200 students are involved in our take-home laptop program.
6. Dakabin SHS has a strong to commitment to improvement in the area of pedagogy using ICTs. This is evident by the following:
 - Our commitment in improving access to required hardware and software in classrooms.
 - Our commitment in providing Professional Development to staff to keep up to date with the latest developments in learning theory.
 - Our commitment in providing Professional Development to staff to keep up to date with tools/software available to enhance teaching and learning in the classroom.
 - Our commitment in employing specialist staff to ensure this priority is delivered. Namely, a fully qualified computer technician, a qualified computer teacher aide and a digital learning coach available to staff for in-class demonstrations.

Social Climate

Since opening in 1978 with 183 students, Dakabin has been proud to be an inclusive and comprehensive school, drawing from a broad and diverse community. This community is comprised of a core of permanent residents with a small transient population. The school is divided into six year levels each with a Deputy Principal, and a Year Level Coordinator.

Students in the Junior School are allocated into POD classes. This means they have form and four core subjects (English, Maths, Science, SOSE) with the same students and minimal teacher changes.

A formal school parade is held every Monday with a celebration assembly held once per term. Monday is compulsory formal uniform day for Years 10, 11 and 12. The formal parade is characterised by being run by our student leaders and showcases the talents and achievements of our students.

Staff at the school includes the Principal, three Deputy Principals, Head of Special Education, Head of English as a Second Language, **ten Heads of Department, seventy eight Teachers, thirteen Teacher Aides**, a Business Services Manager, four Administration Officers, two Schools Officers – Grounds and Facilities, an Agricultural Assistant, and Cleaners.

We also have a great Student Support Services Team including our Guidance Officer, School-Based Police Officer, School Nurse, Indigenous Liaison Officer, School Chaplain, a Youth Support Coordinator, and a Student Support Room Coordinator, all supporting our students.

Parent, student and staff satisfaction with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	100%	93%	95%
this is a good school (S2035)	94%	93%	92%
their child likes being at this school* (S2001)	94%	93%	89%
their child feels safe at this school* (S2002)	100%	90%	89%
their child's learning needs are being met at this school* (S2003)	94%	93%	92%
their child is making good progress at this school* (S2004)	94%	100%	95%
teachers at this school expect their child to do his or her best* (S2005)	100%	93%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	86%	86%
teachers at this school motivate their child to learn* (S2007)	87%	90%	95%
teachers at this school treat students fairly* (S2008)	93%	79%	86%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	89%

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2012	2013	2014
this school works with them to support their child's learning* (S2010)	94%	89%	95%
this school takes parents' opinions seriously* (S2011)	92%	80%	95%
student behaviour is well managed at this school* (S2012)	83%	71%	86%
this school looks for ways to improve* (S2013)	100%	96%	92%
this school is well maintained* (S2014)	80%	100%	92%

Performance measure			
Percentage of students who agree [#] that:	2012	2013	2014
they are getting a good education at school (S2048)	84%	93%	94%
they like being at their school* (S2036)	73%	91%	87%
they feel safe at their school* (S2037)	81%	88%	88%
their teachers motivate them to learn* (S2038)	77%	87%	84%
their teachers expect them to do their best* (S2039)	87%	98%	93%
their teachers provide them with useful feedback about their school work* (S2040)	74%	85%	87%
teachers treat students fairly at their school* (S2041)	69%	78%	72%
they can talk to their teachers about their concerns* (S2042)	62%	74%	72%
their school takes students' opinions seriously* (S2043)	63%	78%	74%
student behaviour is well managed at their school* (S2044)	49%	61%	62%
their school looks for ways to improve* (S2045)	87%	94%	89%
their school is well maintained* (S2046)	65%	84%	83%
their school gives them opportunities to do interesting things* (S2047)	75%	86%	85%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
they enjoy working at their school (S2069)		96%	96%
they feel that their school is a safe place in which to work (S2070)		94%	99%
they receive useful feedback about their work at their school (S2071)		93%	89%
students are encouraged to do their best at their school (S2072)		97%	98%
students are treated fairly at their school (S2073)		97%	99%
student behaviour is well managed at their school (S2074)		87%	84%
staff are well supported at their school (S2075)		96%	88%
their school takes staff opinions seriously (S2076)		94%	84%
their school looks for ways to improve (S2077)		99%	100%
their school is well maintained (S2078)		94%	96%

Performance measure			
Percentage of school staff who agree [#] that:	2012	2013	2014
their school gives them opportunities to do interesting things (S2079)		96%	91%

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

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

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Our e-newsletter, *The Home Courier*, is emailed to all families. Families without internet access can pick up a written copy from the Administration Office.

The school website features school highlights and information, both curricular and extra-curricular.

Parents can also access our website through a free School APP called the "Q School" app.

2014 featured the usual subject selections and information evenings for parents of students moving from Year 8 to Year 9, Year 9 to Year 10 and Year 10 into Senior (years 11 / 12). A senior information evening which focuses on the specifics of QCE, OP, School-based apprentices and traineeships, tertiary entry, QTAC and Rank Scores was also held. The Year 8 parent barbeque was held in Term 1 to welcome parents to the school.

A wide selection of Performing Arts, Dance and Film and Television assessment nights were also conducted. A number of outstanding Hospitality function were organised and as per usual were fully booked out due to the quality of the food presented.

Formal parent-teacher interviews were held twice during the year, all bookings for these interviews are made on-line through our e-Booking system. Parents without internet access can make bookings by phoning the office. Parents are also encouraged to contact teachers directly at any time via telephone or email.

Parents are welcome to attend Parents and Citizens' Association meetings on the fourth Tuesday of each month at North's Leagues and Services Club in Kallangur at 7pm. Music, Dance Chaplaincy and Agriculture Support Groups also meet regularly.

Parent representatives have opportunities for input into curriculum issues, budget planning, QSR (Quadrennial School Review).

Individual 'SET' Plan Interviews (Senior Education & Training Plans) for parents of all Year 10 students were held in August.

Reducing the school's environmental footprint

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

Dakabin SHS appointed Environmental Captains in 2013. They have worked tirelessly in promoting behaviours that reduce our use of electricity. Lights, fans and air-conditioning are actively switched off at the end of lessons. In 2012 an audit of taps and wipes was completed, replacing leaking washers to reduce water usage.

Our recycling commitment continues to function with regular pick-ups of cardboard and paper from our re-cycling bins.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	354,728	2,285
2012-2013	378,929	68,754

2013-2014

392,871

28,885

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

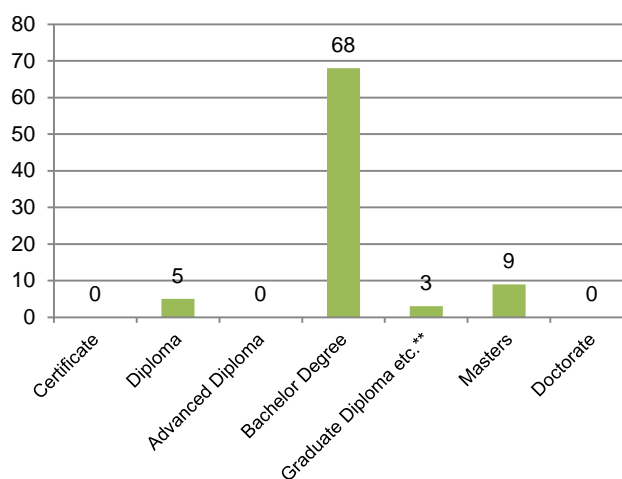
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	80	41	5
Full-time equivalents	74	29	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	68
Graduate Diploma etc.**	3
Masters	9
Doctorate	0
Total	85



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$34453.

The major professional development initiatives are as follows:

- Art and Science of teaching
- Literacy and Numeracy
- Student management
- Curriculum development
- Junior Schooling

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

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	86%	86%

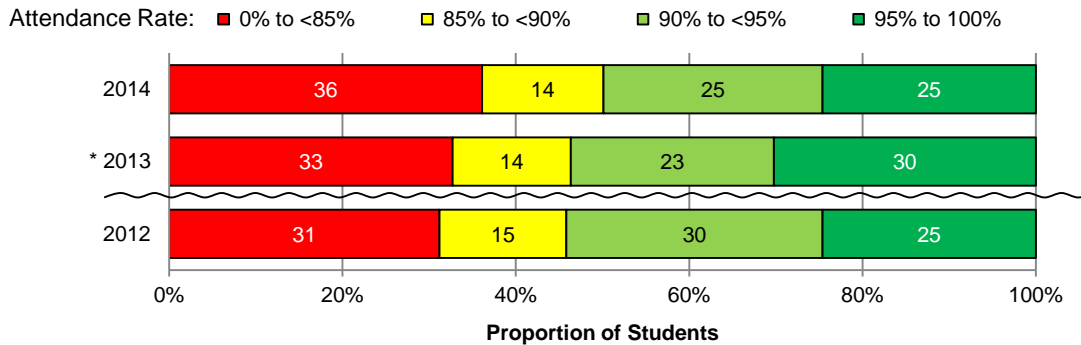
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								89%	87%	85%	88%	89%
2013								88%	85%	83%	88%	90%
2014								89%	86%	85%	83%	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 after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE 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.

Dakabin SHS uses an electronic roll marking program that tracks student's attendance lesson by lesson. Phone calls, text messages and emails are used to contact families if immediate anomalies appear in a student's attendance pattern. This process is managed by staff in our Student Support Centre.

Students who miss three consecutive days will receive a letter requesting an explanation if not already known by the school.

Our acknowledgement program for students complying with our school values and expectations also recognises student's with exemplary attendance patterns. Certificates on celebration assemblies are an example of students being acknowledged within this program.

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

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Dakabin SHS had 45 Indigenous students enrolled in 2014 (Aug) compared to 63 Indigenous students enrolled in 2015 (Feb).

Indigenous attendance rates of 79.7% compared below the non-indigenous attendance rates of 86.2%. 79.7% represents an improvement from 78.6% in 2013.

The retention from Year 10 to Year 12 for non-indigenous students is above the Queensland State Schools retention rate.

The Indigenous NAPLAN results in 2014 for reading were above the Queensland State Schools mean.

The Indigenous NAPLAN results in 2014 for writing were above the National State Schools mean.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	72%	69%	76%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	170	143	157
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	81	52	67
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	5	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	136	116	121
Number of students awarded an Australian Qualification Framework Certificate II or above.	76	77	58
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	135	126	143
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.	59%	58%	60%

Outcomes for our Year 12 cohorts	2012	2013	2014
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.	97%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	88%	90%	92%

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

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	6	17	25	25	8
2013	6	12	12	15	7
2014	9	16	15	22	5

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

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2012	115	58	25
2013	100	72	10
2014	110	44	17

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

Dakabin State High School offers Certificate 1 and 2 courses in:

- Information Technology
- Careers Education
- Visual Art
- Workplace Practices
- Tourism
- Animal Studies and Rural Operations
- Business
- Active Volunteering
- Fitness (Sport and Recreation)

Post-school destination information

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

Early school leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Students are expected to remain at school until they reach 17 years of age or complete Year 12. Students may apply to leave before this time if they have documented proof they are remaining in full-time study or full time

school. Early departure permission can only be made through the school Principal. Proof must include accepted enrolment papers for a course of study or written evidence on company letter head indicating the student will be working full-time for at least 25 hours per week. The family and the school then fill out the necessary paper work for exemption. If any of the student's circumstances change they must contact the school immediately as their exemption may become null and void.

In 2013 our early school leavers either engaged in full-time work (>25hours/wk), full-time study at T.A.F.E., moved out of the area and enrolled at another school or took up a full-time apprenticeship.