



Dakabin 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

Dakabin State High School is a co-educational secondary school of approximately 1000 students providing a quality education in a caring and supportive environment since 1978. Our motto, 'The Future Lies Within,' guides the philosophy and practice of students pursuing the pathway of their choice. The Years 7,8 and 9 curriculum is KLA based with a focus on literacy and numeracy. Students have options within the Arts and Technology areas . Year 10 is a transition year with compulsory English, Mathematics, Humanities, Science, Health and Physical Education plus electives from the Arts, Humanities and Technology Strands. The senior school allows for a diverse curriculum with academic and vocational options including TAFE, University subjects or school-based traineeships/apprenticeships. Learning Support, Gifted and Talented Programs, a SWD unit and an EAL/D Centre are integral to meeting student needs. Other key aspects of the school include an Agriculture department, breeding and showing award winning cattle and sheep, a strong sporting culture, a Basketball program, an extensive extra-curricular program, and a strong Student Support Services team which includes a chaplain, a school nurse, school-based police officer and guidance officers.

School progress towards its goals in 2018

Priorities in 2018: *SATE* *Pedagogy* *PBL* *Digital Technology*

- SATE- staff have been provided extensive training and planning time to ensure that both students and teachers are prepared for the new system of content and assessment.
- Pedagogy-improving staff capability is one of our key goals which aims as this links directly with student outcomes. All staff undergo profiling and observations to support their professional development. New Teachers are supported with a line off, funded by I4S, plus support from mentors and ongoing induction and training. Staff retention and capacity is increasing as a result.
- PBL- we are committed to the regional project of Positive Behaviour for Learning, looking at short data cycles to respond to identified needs, with targeted support for all students. Vivo rewards and our Gold club are funded to provide a positive behaviour focus which we link to our values.
- Digital technology- we acknowledge that we have a challenge to provide resources to allow access to the curriculum and have put into place a plan to improve infrastructure and provide resources. A BYOD program has been rolled out for Year 11 students, with the aim to cover all year levels in the future.

School targets included a focus on attendance to ensure that 90% was the benchmark expectation.

The QCE attainment result of 95.8% exceeded our 95% target. 100% of our students received their QTAC offers.

Future outlook

2019 Explicit Priorities-

Systematic Curriculum Delivery

Pedagogy

Culture of Learning

Targets-

	2018	2019
Attendance	85.2%	90%
% < 85%	35.9%	20%
QCE attainment	95.8%	>95%
OP 1-15	42%	>75%
Naplan NMS	79.2%	100%
Naplan U2B	11.45%	15%
% Cert II (non OP)	83%	State target 65% all students
%Cert III (non OP)	36.2%	State target 20% all students

Systematic Curriculum delivery

- Implement V8.3 of the Australian Curriculum and the new SATE to ensure syllabus alignment
- Implement and review and quality assurance and moderation processes throughout the school.
- Classroom planning is quality assured and aligns to the whole school curriculum plan and the AC cross-curriculum priorities and general capabilities.
- Staff work collaboratively to build a strong culture of professional sharing and high expectations, thereby ensuring consistent implementation of quality teaching practices.
- Prepare for digital technologies reporting in 2020.

Culture of Learning- Our People

- The Health and wellbeing of all staff and students is promoted through the development of a supportive and inclusive culture.
- Continue to implement programs and processes across the school that have a strong focus on Student Well-being, resilience and social skills to support school behaviour expectations to build belief of students of themselves and their ability to improve and achieve high standards. These include but are not limited to:-
 - Reboot, PBL, ViVo, Gold club, Positive OneSchool Comments
- Provide feedback to students regarding how they can improve so that they can continue to develop meaningful personal learning goals that are aligned to the curriculum, and reflective of achievable high expectations.
- PBL tier 2 and 3 team to be established add to the existing tier 1 support processes.
- Actively develop and promote a culture whereby students are working towards becoming independent learners. Introduce academic coaching for all students, continued case management for at risk students.
- Actively promote attendance at school and continue to monitor trends.

Pedagogy- Our Way

- Lead and model teaching and learning across the school, through the Pedagogy committee and by sharing best practice across and within faculties.
- Continue to develop a culture of whereby peer observation, feedback and differentiated coaching is utilised to improve teaching quality and professional learning.
- Develop staff capabilities in areas of signature pedagogies including ASOT, ESCM, Reboot and Growth Mindsets.
- Promote consistent practices across the school with regard to the signature pedagogies including ASOT, Reboot and Growth mindsets.
- Continue to build and develop staff confidence and capabilities to review and interrogate data (academic, attendance, NAPLAN, QCS, behaviour and wellbeing etc) with a focus on using data to differentiate student learning needs, promote conversations re student achievements and improve student learning outcomes. Use of Track Ed for all students.
- The consistent use and updating of class placemats to show differentiated techniques for every student in every class. Inclusion training to focus on all students.
- Increase the use of digital technologies in the classroom.
- Continue to implement a mentoring and coaching program for new and beginning teachers to provide guidance regarding quality teaching.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	850	856	903
Girls	436	457	462
Boys	414	399	441
Indigenous	64	64	65
Enrolment continuity (Feb. – Nov.)	89%	90%	90%

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

Approximately 75% of currently enrolled students reside in one of the 6 local feeder suburbs, with the remainder drawn from over 28 suburbs.

Approximately 8.6% of our students come from a variety of cultural backgrounds, other than Australian and Indigenous Australian. The student body has representations from 28 different nationalities. Students whose second language is English are supported in an EAL/D specialised unit at the school. We host the only EAL/D unit in the southern district of the North Coast Region.

8% of our students are Aboriginal and/or Torres Strait Islander students, and they are well supported by the employment of a dedicated teacher aide.

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

Over 10% of our students are students with disabilities. Our 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

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

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	23	22
Year 11 – Year 12	17	18	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

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 such as:

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 7, 8 and 9.
4. Indigenous Student Program – A dedicated Teacher Aide who 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. Student Leadership Program - This program allows students to nominate for portfolio captain positions in areas of interest and passion both in our junior and senior cohorts.
7. Instrumental Music Programs - Our instrumental music program caters for all instruments, including strings. Our stage band are regular performers in a range of competitions.
8. An outstanding Hospitality program recognised by industry for our quality outcomes.
9. An award winning Agriculture Program.
10. A Basketball Academy Program.

Co-curricular 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. Opportunities are provided for district, regional, state and national representation.

We also offer a Basketball Academy Program in conjunction with the Northside Wizards including international tours to the USA.

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

CITIZENSHIP – Our student council facilitates a range of activities each year that have a commitment to raising funds for selected charities- e.g. Shave for a Cure to support the Leukaemia foundation. Students are also involved in community activities such as Anzac Day Parades and Under 8's week at local primary schools and kindergartens.

COMPETITIONS – Students can participate in a range of curriculum based competitions e.g. Maths Team Challenge, UNSW Maths competition, writing competition in English, UNSW English competition, Chemistry competition, Robotics and Coding, Chefs of the Future, 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.

How Information and Communication Technologies are used to Assist Learning

Dakabin SHS has a strong to 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. Technology committee meetings at least each term to discuss issues, current policies and set performance targets.
3. Annual survey of staff to judge current perceptions and to identify future needs.
4. 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.

Social climate

Overview

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 has six year levels with each year level allocated a Deputy Principal and a Year Level Coordinator.

A year level parade is held once a week with a celebration assembly held once per term. Monday is compulsory formal uniform day for Years 10, 11 and 12. The celebration assembly 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, four Deputy Principals, Head of Special Education, Head of English as a Second Language, nine Heads of Department, seventy-eight Teachers, thirteen Teacher Aides, a Business 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, School Chaplain, a Youth Support Coordinator, and a Counsellor (from ACT for Kids), all supporting our students.

Dakabin SHS introduced the Stymie Program in 2017 to assist with the prevention of bullying in schools. We promote a safe and supportive school environment and encourage students to report bullying via Stymie or Year Coordinators.

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)	86%	95%	93%
• this is a good school (S2035)	83%	88%	95%
• their child likes being at this school* (S2001)	86%	98%	100%
• their child feels safe at this school* (S2002)	71%	88%	95%
• their child's learning needs are being met at this school* (S2003)	86%	89%	91%
• their child is making good progress at this school* (S2004)	100%	89%	86%
• teachers at this school expect their child to do his or her best* (S2005)	100%	95%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	87%	90%
• teachers at this school motivate their child to learn* (S2007)	86%	86%	93%
• teachers at this school treat students fairly* (S2008)	86%	86%	86%
• they can talk to their child's teachers about their concerns* (S2009)	100%	93%	95%
• this school works with them to support their child's learning* (S2010)	86%	91%	88%
• this school takes parents' opinions seriously* (S2011)	83%	87%	86%
• student behaviour is well managed at this school* (S2012)	67%	77%	78%
• this school looks for ways to improve* (S2013)	86%	88%	93%
• this school is well maintained* (S2014)	57%	82%	86%

* 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)	80%	82%	95%
• they like being at their school* (S2036)	77%	73%	89%
• they feel safe at their school* (S2037)	77%	74%	93%
• their teachers motivate them to learn* (S2038)	76%	79%	88%
• their teachers expect them to do their best* (S2039)	88%	91%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	76%	77%	86%
• teachers treat students fairly at their school* (S2041)	69%	63%	81%
• they can talk to their teachers about their concerns* (S2042)	61%	62%	75%
• their school takes students' opinions seriously* (S2043)	53%	63%	82%
• student behaviour is well managed at their school* (S2044)	47%	53%	71%
• their school looks for ways to improve* (S2045)	78%	83%	91%
• their school is well maintained* (S2046)	69%	68%	80%
• their school gives them opportunities to do interesting things* (S2047)	74%	82%	90%

* 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)	89%	81%	94%
• they feel that their school is a safe place in which to work (S2070)	77%	84%	89%
• they receive useful feedback about their work at their school (S2071)	82%	81%	74%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	85%	88%
• students are encouraged to do their best at their school (S2072)	92%	89%	92%
• students are treated fairly at their school (S2073)	84%	73%	89%
• student behaviour is well managed at their school (S2074)	62%	59%	73%
• staff are well supported at their school (S2075)	71%	52%	67%
• their school takes staff opinions seriously (S2076)	66%	53%	63%
• their school looks for ways to improve (S2077)	91%	86%	85%
• their school is well maintained (S2078)	59%	65%	77%
• their school gives them opportunities to do interesting things (S2079)	83%	75%	82%

* 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

Our e-newsletter is emailed to all families. Families without internet access can collect a hard copy from the Administration Office.

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

Parents can also access our website through the free “Q School” app.

Dakabin State High School introduced Q Parents in 2017 and constantly promotes and updates information on our Facebook site.

An annual Open Day to showcase our school is held for prospective families who wish to enrol. 2018 featured 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 7 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 functions were also conducted 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.

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

The Parents and Citizens’ Association met on the fourth Tuesday of each month at North’s Leagues and Services Club in Kallangur.

Respectful relationships education programs

The vision of our school is “To be a high performing school that develops a culture of learning that will enable our students to be resilient, healthy and successful citizens of the 21st Century”.

As such, the school has developed and implemented a pastoral care program from years 7-12 that focusses on appropriate, respectful, equitable and healthy relationships.

The program encompasses aspects of Respectful Relationships Education, the ACARA Health Curriculum, Reboot, and Mind Matters.

These programs examine a range of topics including:-

- identifying roadblocks to learning and strategies to overcome them
- Investigating the impact on individuals, families and community of significant issues such as domestic violence, drug and alcohol abuse, homelessness and poverty
- Sexuality and self-identity- associated with this is respecting other people’s sexuality and identity
- Anti-bullying

Our schools commitment to ensuring the well-being of all students, especially those with mental health issues, is evident in our ongoing partnerships with Intercept and Act for kids to employ a psychologist for 2 days per week and a youth worker for 5 days per week.

Whole of school activities and celebrations such as Harmony Day, No way to Bullying Day, NAIDOC week, R U Ok day and Mental Health week are ways in which we as a community continuously celebrate and raise awareness of our unique differences with the view of developing respectful relationships.

The student support team also organizes and facilitates targeted support groups such as RAGE, PEARLS and the LGBTIQ support group. These are small groups that address issues such as anger, violence, self-esteem and sexuality.

Each year, the staff and students also make the commitment to taking the pledge against domestic violence.

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	476	391	568
Long suspensions – 11 to 20 days	22	14	17
Exclusions	14	20	12
Cancellations of enrolment	15	17	11

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

The school continues to promote greater awareness of strategies such as turning off lights, fans and air conditioners.

Increased water consumption may be reflective of our increased enrolments but also issues faced with old water pipes and leakages. Both electricity and water usage has decreased as a result.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	358,067	381,733	375,425
Water (kL)	10,044	12,732	5,425

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	90	46	<5
Full-time equivalents	84	32	<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	0
Masters	11
Graduate Diploma etc.*	15
Bachelor degree	57
Diploma	7
Certificate	0

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

Professional development

The total funds expended on teacher professional development in 2018 was \$94 151.

The major professional development initiatives are as follows:

- Developing the capacity of teachers through Profiling and coaching
- Developing the capacity of Non-teaching staff through the introduction of weekly learning circles
- Student Well-being and Mental Health
- Curriculum specific professional development

The proportion of the 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.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% 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	88%	88%	85%
Attendance rate for Indigenous** students at this school	78%	79%	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			

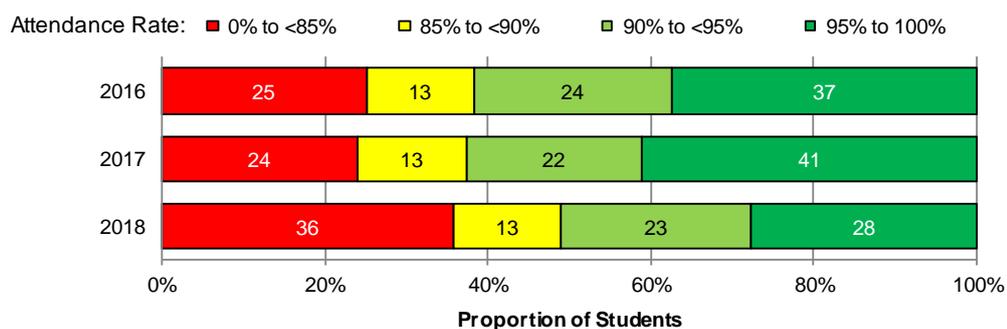
Year level	2016	2017	2018
Year 7	88%	90%	86%
Year 8	87%	88%	82%
Year 9	88%	87%	83%
Year 10	88%	86%	86%
Year 11	88%	89%	87%
Year 12	91%	90%	89%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- 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).
- 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.

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 Resource Centre.

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

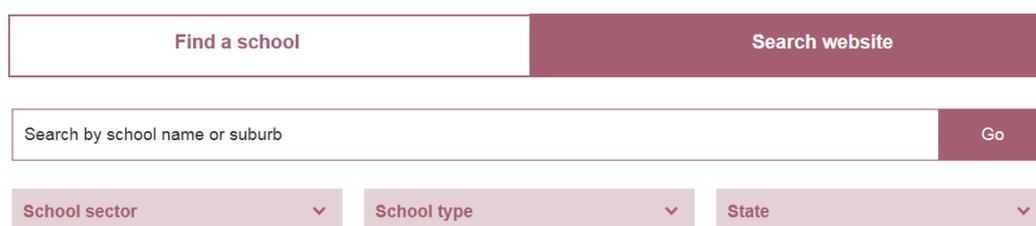
Our acknowledgement program for students complying with our school values and expectations also recognises students with exemplary attendance patterns. Certificates on celebration assemblies are an example of students being acknowledged within this program.

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	127	112	95
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	126	110	91
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	28	31	26
Percentage of Indigenous students who received an OP	0%	20%	0%
Number of students awarded one or more VET qualifications (including SAT)	123	102	87
Number of students awarded a VET Certificate II or above	93	72	81
Number of students who were completing/continuing a SAT	11	19	25
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	54%	71%	42%
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%	99%	99%
Percentage of QTAC applicants who received a tertiary offer.	92%	98%	100%

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	2	3	2
6-10	6	9	3
11-15	7	10	6
16-20	11	9	14
21-25	2	0	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	120	66	48
Certificate II	73	47	78
Certificate III or above	39	36	30

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).

Students were able to participate in a range of Nationally accredited Certificates and competencies including but not limited to Retail, Rural Operations, Small Animal studies, Creative Industries- Visual Art, Dance, Hospitality, Fitness, Sport and Recreation, Furnishing and Engineering.

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	82%	81%	73%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	78%	56%	33%

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.

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

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 2017 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.

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.dakabinshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>