


Our school at a glance

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Principal's foreword

Introduction

Dakabin State High School is a Band 11 co-educational secondary school with an enrolment in 2011 of 1022 across Years 8 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, Undurba, 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 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 2011

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 2011:

We created acknowledgement programs for students who consistently comply with our school expectations.

We established a new 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 initiated an electronic role marking system to track students lesson by lesson.

We created transparent consequences for repeat offenders.

Through strong communication links we have re-established community connections. In 2011:

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 an email 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. In 2011:

We established the use of data in identifying individual programs for students.

We developed a pedagogical framework for the teaching practices across all faculties.

We developed common bookwork expectations.

We initiated lesson visits by the Principal in all teachers' classrooms including written feedback on strengths and weaknesses.

We embedded a professional development framework focussed on Essential Skill training for teachers.

We embedded literacy and numeracy strategies across all classrooms.

Future outlook

Our key areas for improvement defined in the School Implementation Plan are:

Embedding *Digital Learning* strategies across the school campus.

Embedding *Literacy and Numeracy* strategies across all classrooms.

Implementing *Learning Culture* processes and expectations across the school campus.

Embedding our *Teaching* and Learning pedagogical framework in every classroom.

Implementing our *Academic Achievers Program* for Years 10 and 11.

Implement our tracking and review processes for our *Senior Phase* students.

Our school at a glance

School Profile

Coeducational or single sex:
Year levels offered:

Coeducational
Year 8 – to Year 12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2011 – Nov 2011)
1022	542	480	86%

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. Currently, 73 Indigenous students (8%) 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 ESL program at the school. 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

Phase	Average Class Size
Prep – Year 3	N/A
Year 4 – Year 10	24.1
Year 11 – Year 12	19.4
All Classes	22

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	384
Long Suspensions - 6 to 20 days	60
Exclusions	14
Cancellations of Enrolment	8

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

At Dakabin State High 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
 - a. High achieving students are mentored and are provided with a range of University experiences.
2. One to One Laptop Program
 - a. We offer a voluntary laptop program for students in Year 10 and 11.
3. English as a Second Language Program
 - a. Our ESL unit provides extensive support for students from all parts of the region.
4. Learning Support in Literacy and Numeracy
 - a. Students struggling in these areas are provided extra support in small class groupings in Year 8 and 9.
5. Indigenous Student Program
 - a. An Indigenous Teacher Aide provides extra support in Literacy and Numeracy, school attendance and employment opportunities.
6. Special Education Unit
 - a. Our SEU provides support for students with disabilities.
7. Reading Program
 - a. Students with low reading ability are exempted from LOTE in year 8 and are placed in an intensive reading program.
8. Student Leadership Program
 - a. Our student leadership program allows students to nominate for portfolio captain positions in areas of interest and passion.
9. Instrumental Music Programs
 - a. Our instrumental music program caters for all instruments, including strings. Our stage band are regular performers in a range of competitions.

Extra curricula activities

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

SPORT – Our sporting program is recognized widely as best practice with students in Years 8/9 able to enroll in Sport as a subject, in which they study the theory of sport, train, and then play in an interschool sport competition. 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.

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, Operation Christmas Child (Christmas boxes for underprivileged children) and more.

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 – 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 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 school at a glance

- 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 five year levels each with a Deputy Principal, Year Coordinator. Students also are allocated into form classes and subject classes.

A formal school parade is held each Monday. Monday is compulsory formal uniform day for Years 10, 11 and 12. The parade is characterised by being run by our Grade 12 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, eleven Heads of Department, seventy one 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 Chaplains, a Youth Support Coordinator, and a Student Support Room Coordinator, all supporting our students.

Parent, student and teacher satisfaction with the school

Each year the department asks samples of teachers, students and parents a series of questions to gauge their opinions on a range of school issues. The following are 5 of the questions and their results from the annual school opinion surveys.

Performance measure	Result 2011
Percentage of parents/caregivers satisfied that their child is getting a good education at school	73%
Percentage of students satisfied that they are getting a good education at school	83%
Percentage of parents/caregivers satisfied with their child's school	81%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	64%
Percentage of staff members satisfied with morale in the school	77%

Involving parents in their child's education

Our e-newsletter, *The Home Courier*, is emailed to all families on request. 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.

2011 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.

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.

Our school at a glance

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 6.30pm. 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 2011. 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 2011 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.

Environmental footprint indicators, 2010-2011

	Electricity KwH	Water KL
2011	333,179	2,327
2010	379,570	2,509
% change 10 - 11	-12%	-7%

Our staff profile

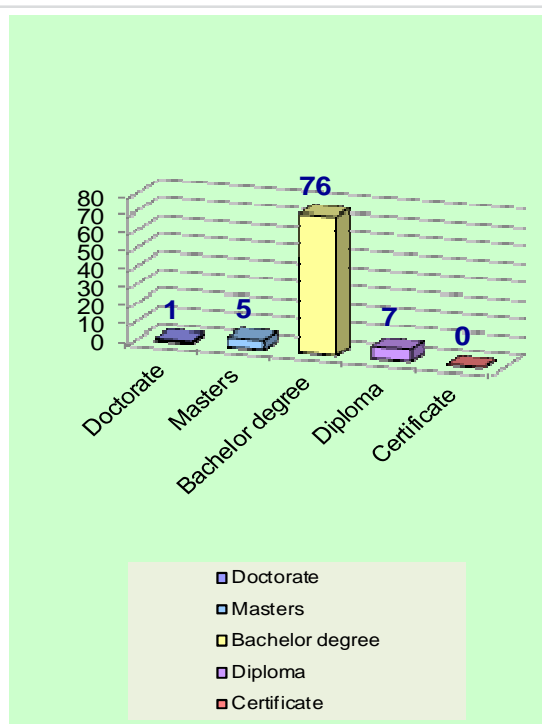
Staff composition, including Indigenous staff

Our teaching staff composition for 2011 was:

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	89	46	<5
Full-time equivalents	83	30	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	5
Bachelor degree	76
Diploma	7
Certificate	0



Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2011 was \$ 39 342..

The major professional development initiatives are as follows:

- Digital learning
- Dimensions of Learning
- Essential Skill Training
- Student Management
- Australian Curriculum

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 92% of staff was retained by the school for the entire 2011 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

GO

Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

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

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

Performance of our students

Key student outcomes

Student attendance - 2011

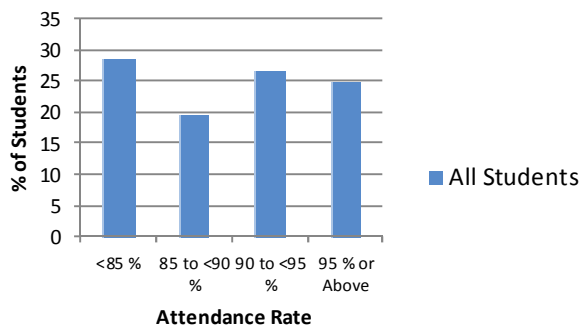
The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 87%.
The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
N/A	N/A	N/A	N/A	N/A	N/A	N/A	88%	86%	87%	88%	87%

Student Attendance Distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 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. Day excursions and an end of year camp are just two examples of opportunities given to students who are acknowledged within this program.

Performance of our students

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.

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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 State High School had 62 Indigenous students enrolled in 2011.

A 41% increase in apparent retention rates from 2010 was a direct result of our programs targeting the involvement of Indigenous students within our curriculum. Our Indigenous students were 8% higher in their apparent retention rates compared to our non-Indigenous students

Indigenous attendance rates of 80.3% compared closely to non-Indigenous attendance rates of 87.7%.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 85%

Outcomes for our Year 12 cohort of 2011

Number of students receiving a Senior Statement.	161
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	71
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	20
Number of students awarded one or more Vocational Educational Training qualifications.	128
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	60
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	125
Number of students awarded an International Baccalaureate Diploma (IBD).	0

Performance of our students

Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	69%
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.	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
4	14	31	18	4

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
120	52	9

Dakabin State High School offers Certificate 1 courses in:

- Information Technology
- Furnishings
- Art
- Work education
- Animal Studies
- Business
- Rural Operations.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early 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 2011 our early school leavers either engaged in full-time work (>25hours/wk), full-time study at T.A.F.E. or took up a full-time apprenticeship.