



DECEPTION BAY
STATE HIGH SCHOOL
EXCELLENCE IN LEADERSHIP

Deception Bay State High School

ANNUAL REPORT 2016

Queensland State School Reporting

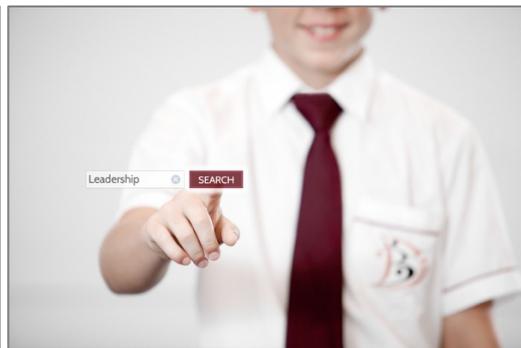
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Department of Education and Training



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School Overview

Deception Bay State High School, established in 1992, is a co-educational state school situated just north of Brisbane. With approximately 950 students, the school provides a rigorous and comprehensive education that is relevant and future-focussed for our diverse student population. A key vision for the school is empowering all learners to thrive.

Our Junior Secondary programs deliver the Australian curriculum with a focus on literacy, numeracy, reading and student wellbeing to empower our learners to thrive. The Year 6 into Year 7 student transition program has been built on solid primary school partnerships and ensures each student is supported in their transition to high school. We pride ourselves on a Junior Secondary Program that inspires learners and builds the skills to be successful in the senior years.

The unique mentoring and support provided extends into the Senior Phase of Learning to ensure students' success post secondary school. The curriculum is tailor made for students to offer flexibility and ensure no student is left behind. Our school provides students with a learning environment where they can achieve their best. We believe that all students have the ability to learn and strive for personal excellence.

Our school community identified four values that underpin student learning and social growth. These values of belonging, integrity, aspiration and persistence ensure that all our students are valued, feel safe at school and can learn in an environment that is supportive, challenging and recognises individual difference. Parents/carers are encouraged to play an active role in their child's education to ensure that all learners thrive.

Principal's Foreword

INTRODUCTION

Welcome to the Deception Bay State High School Annual Report for 2016. It is with much pleasure that we present this report to our school community to celebrate the successes of 2016.

Our learning community of parents, teachers, support staff and students, continue to work together to get the very best outcome for each and every student of our school.

SCHOOL PROGRESS TOWARDS ITS GOALS IN 2016			
FOCUS AREA	SCHOOL PRIORITIES	OUTCOMES	
Increase attendance, engagement and optimism	The school continues to: <ul style="list-style-type: none"> - Focus on attendance and ensuring every day counts - Offer an array of programs to engage learners - Develop Growth Mindset across the school community 	YEAR	Attendance rate
		2014	83.4%
		2015	86.4%
		2016	89%
		<ul style="list-style-type: none"> - All Year 12 <i>Futures & Aspire</i> students received their QCE or QCIA - Developed <i>IGNITE</i>, a Junior Secondary Tier II/III program - All Wellbeing PLC members trained in Growth Mindset 	
Ensure every student continues to grow	Our work in improving writing and numeracy outcomes continued with: <ul style="list-style-type: none"> - Enhancement of the Writing Professional Learning Community (PLC) Whole school approach focusing on the modelling of text construction and feedback - Rollout out of <i>Numeracy Success School</i> project Enhanced specialist support led by the Differentiation PLC & support beyond the school gates led by the Destination PLC	<ul style="list-style-type: none"> - All Writing PLC members trained and coached by the Master Teacher - Continued improvement in Year 9 NAPLAN in the numeracy strand - Whole school implementation of support plans - Targeted intervention for low literacy students - Development of a comprehensive differentiation and destination framework 	
Great Teachers Great Partnerships	A commitment to staff development with the whole school Professional Growth Plan (PGP) and targeted training & support	<ul style="list-style-type: none"> - All staff engaged in PGP process - All New & Beginning Teachers supported with a PGP mentor and pedagogical coach - <i>Future Leaders</i> program to support the growth of Middle managers 	

Future outlook | 2017 Targets



Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	686	353	333	70	86%
2015*	797	414	383	82	86%
2016	892	459	433	107	89%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the Student Body

Overview

Deception Bay State High School is located at the southern end of the Sunshine Coast region. It services Deception Bay, Rothwell and Mango Hill with a small number of students travelling from the Redcliffe Peninsula, Burpengary and Kallangur areas. The school, which opened in 1992 with 200 Year 8 students, offers co-educational schooling for years 7 to 12, including mature age students and delivers a certificate course to five partnership schools.

The enrolment of students in 2016 averaged 890 students. This included over 100 students who were enrolled in the AIMS (Special Education) Program and a large Pasifika and Indigenous population, 14% and 12% respectively of the school population. Attendance, engagement and student outcomes were our school priorities and we saw significant improvement in these areas.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	21	18	19
Year 11 – Year 12	18	18	18

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

DIMENSIONS OF LEARNING

The pedagogical framework, *Dimensions of Learning*, was utilised by all teachers at Deception Bay State High School. All teachers were trained to an Advanced level in their first year of teaching at Deception Bay SHS.

Dimensions of Learning is a comprehensive framework or model to help educators plan learning experiences for their students. It is based on extensive research about learning and how the mind works. It has been designed to help educators improve students' learning through planning curriculum, instruction and assessment using five critical aspects, or dimensions, of the learning process.

WHOLE SCHOOL PERSONALISED LEARNING WITH OUR 'LEARNING FOR LIFE' PROGRAM

We proudly offered our students a personalised approach to their learning with our whole school 'LFL' program. All staff were engaged in team teaching with 3x35 minute lessons per week focusing on mentoring, reading and numeracy. This signature program developed student/teacher partnerships with a clear focus on:

- reading and comprehension
- engaging students in reading
- targeted support for Junior Secondary students in preparation for NAPLAN
- targeted support for Year 12 QCS students
- targeted support in pathways for senior students with an allocated teacher mentor

JUNIOR SECONDARY

Our Junior Secondary program engaged our three feeder primary schools in a comprehensive transition to high school program. This transition included a pastoral program devoted to the wellbeing and belonging of these future students of our school community.

Our Junior Secondary students developed their own identity within the wider school community and our Junior Secondary program focused on the following areas:

Student wellbeing | Maintaining a strong focus on pastoral care as year 7 students adjust to new routines and greater academic demands.

Leadership | Development of Year 9 Junior Secondary leadership positions to lead the Junior Secondary cohort.

Parent & Community | Parent involvement in assemblies, information evenings, special events, award ceremonies and leadership presentations.

Quality Teaching | Junior Secondary classes functioned in POD groups allowing for shared POD teaching, learning and engagement strategies.

JUNIOR SECONDARY > SENIOR SCHOOL TRANSITION

A comprehensive Senior Education and Training Plan (SETP) process, began in year 9 and ensured that all students were able to plan appropriate individual pathways for the future. This was supported by year 10,11 and 12 academic reviews and a 'Learning for Life' mentor for all students to monitor that they were on track with their studies.



SENIOR SCHOOL

Senior Schooling at DBSHS commences in Year 10, with an opportunity to select from a very broad range of subjects so students can pursue a program of study that will best enable them to achieve their goals. In 2016 this program of study provided curriculum diversity allowing students to study OP subjects, VET subjects or a combination of both.

The senior phase encouraged students to accept more responsibility for their own learning. This required dedication, self-discipline, commitment and a willingness to make sacrifices to achieve their best. Senior Schooling staff monitored the progress of every student and provided support throughout their three years of Senior Schooling. The aim was for every student who completed year 12 in 2016 to leave with their QCE and the skills to move forward in the future.

VOCATIONAL EDUCATION

Deception Bay SHS has a diverse Vocational Education curriculum including seven Certificate I, fourteen Certificate II and seven Certificate III qualifications. In 2016 The school offered the delivery of Certificate III in Early Childhood Education and Care through partnerships with five secondary schools. Our vocational program was focused on high expectations for attainment of a QCE and relevant certificates. Students were also able to participate in School Based Apprenticeships, Traineeships and structured work placements.

How Information and Communication Technologies are used to improve learning

Embedded ICT and eLearning initiatives were a priority at DBSHS in 2016. The school network provided ICT access to all buildings, plus a fully supported mobile platform where every student had access to a 'take-home' device, being either an iPad (Year 7-9) or a Laptop (Year 10-12) to assist their learning. Deception Bay SHS staff continued to collaborate and develop eLearning opportunities.

Extra Curricula Activities

The school has a strong commitment to the overall development of all students and provides an extensive range of extra-curricular activities to ensure that all students are actively involved and enjoy their time at Deception Bay State High School.

The Deception Bay State High School Excellence in Leadership motto was exemplified through our School Captains, House Captains, Junior Secondary Leaders and Student Representative Council allowing students from all year levels to have a powerful voice and serve our school community.

A dynamic Performing Arts Department provided students with opportunities in Music, Drama and Dance and our biennial MADD (Music, Art, Drama, Dance) Fest. Our instrumental program, which included a Concert Band and a Marching Drum Band, catered for our musically talented students. Our school continued to be involved in the community ANZAC Day ceremony and various other community events.

To cater for our multicultural population, the school held various activities including Harmony Day and Pasifika Cultural celebrations sponsored by QUT. The school continued to support its diverse population through the efforts of our Indigenous Liaison Officer and Pacific Islander Liaison Officer.

To build a sense of year level spirit, various enrichment opportunities and camps were made available. Due to the continuing support from the QUT Widening Participation Program, students benefited from a range of in-school extension workshops, Explore Uni camps, year level camps and leadership camps.

For our gifted and talented students, entrance into Science, Mathematics, English and other competitions including debating and public speaking was encouraged. The STEM program initiated by the Science department offered extension opportunities in the Science field.

All students had access to a variety of School, District, Regional and State sporting opportunities.

Social Climate

Overview

Our school has an excellent culture with a clear focus on learning. Our staff speak the same language of high standards and high expectations utilising our School Wide Positive Behaviour (SWPB) language, our SWPB rules (Safety, Respect, Cooperation and Learning) and SWPB values (Integrity, Belonging, Persistence and Aspiration).



The results of the School Opinion Survey showed that the Deception Bay State High School approach, was the right approach.

- 100% of parents believed their child was receiving a good education, making good progress and the learning needs of their child were met.
- 95% of students believed they were getting a good education at DBSHS.
- 100% of staff agreed that they were well supported and the school looked for ways to improve.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	100%	100%	100%
this is a good school (S2035)	95%	95%	100%
their child likes being at this school* (S2001)	95%	100%	91%
their child feels safe at this school* (S2002)	100%	100%	100%
their child's learning needs are being met at this school* (S2003)	95%	95%	100%
their child is making good progress at this school* (S2004)	100%	100%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	100%	98%
teachers at this school motivate their child to learn* (S2007)	91%	100%	100%
teachers at this school treat students fairly* (S2008)	95%	100%	91%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	98%
this school works with them to support their child's learning* (S2010)	91%	100%	100%
this school takes parents' opinions seriously* (S2011)	95%	100%	98%
student behaviour is well managed at this school* (S2012)	82%	100%	94%
this school looks for ways to improve* (S2013)	100%	100%	100%
this school is well maintained* (S2014)	95%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	93%	95%	95%
they like being at their school* (S2036)	86%	90%	91%
they feel safe at their school* (S2037)	84%	84%	93%
their teachers motivate them to learn* (S2038)	82%	86%	85%
their teachers expect them to do their best* (S2039)	96%	95%	99%
their teachers provide them with useful feedback about their school work* (S2040)	87%	91%	89%
teachers treat students fairly at their school* (S2041)	74%	83%	75%
they can talk to their teachers about their concerns* (S2042)	69%	76%	70%
their school takes students' opinions seriously* (S2043)	69%	71%	80%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	75%	71%	71%
their school looks for ways to improve* (S2045)	93%	96%	90%
their school is well maintained* (S2046)	81%	80%	89%
their school gives them opportunities to do interesting things* (S2047)	88%	91%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	98%	98%	99%
they feel that their school is a safe place in which to work (S2070)	98%	98%	99%
they receive useful feedback about their work at their school (S2071)	93%	96%	96%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	90%	93%
students are encouraged to do their best at their school (S2072)	100%	100%	99%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	93%	100%	99%
staff are well supported at their school (S2075)	98%	98%	100%
their school takes staff opinions seriously (S2076)	94%	96%	99%
their school looks for ways to improve (S2077)	98%	100%	100%
their school is well maintained (S2078)	98%	96%	99%
their school gives them opportunities to do interesting things (S2079)	94%	100%	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.

Parent and Community Engagement

Deception Bay State High School recognises that student outcomes are greatly enhanced through effective partnerships between students, staff, parents/caregivers and the wider community and as a result parent/caregiver involvement continued to be encouraged in the school.

The school has a strong Parents and Citizens Association that supported the school in providing resources and applying for grants. This association met on the third Wednesday of every month. The school had a Parent and Citizen Association endorsed school uniform policy and a Responsible Behaviour Plan for Students in place, which enabled many emerging issues to be resolved with students and parents/caregivers at the earliest possible juncture.

The school reported student progress to parents through the issuing of student reports four times during 2016 and two parent /teacher interview evenings. The school policy was for early contact with parents/caregivers by teachers and school administration to support students. Parents were encouraged to contact the school about any issues of concern and to make contact with teachers or seek interviews throughout the year.

Respectful relationships programs

The school had a variety of programs that focused on appropriate, respectful and healthy relationships. The school chaplains facilitated the Love Bites Program for all Year 9 students. Specially trained staff conducted Restorative Justice strategies such as mediations. Our Responsible Behaviour Plan for Students continued to utilise School Wide Positive Behaviour as the framework that underpinned the expectations for behaviour for Deception Bay SHS students. Yarning circles were maintained as a way to encourage larger groups of students to resolve conflict and the Stymie app was used as a way for student to report bullying or unsafe behavior.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	374	450	655
Long Suspensions – 6 to 20 days	13	30	12
Exclusions	4	7	9
Cancellations of Enrolment	5	17	11

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

We continued to work with our community to be a sustainable work and learning space. Our aim was to continue to reduce our environmental footprint with particular attention to recycling, reduction in usage of paper and electricity. Our students were reminded of their local responsibilities in the global pursuit of sustainability through participation by the SRC in the Clean Up the Bay Campaign.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	362,926	8,266
2014-2015	380,550	25,782
2015-2016	365,025	3,087

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.

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 <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

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	79	53	<5
Full-time Equivalent	77	33	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	4
Graduate Diploma etc.**	27
Bachelor degree	43
Diploma	1
Certificate	2

*Teaching staff includes School Leaders

**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 2016 were \$59,000.

The major professional development initiatives were as follows:

- Professional Growth Plan and PGP mentoring
- Whole school pedagogical framework | Dimensions of Learning
- Deception Bay teacher's toolkit | Essential Skills for Classroom Management, SWPB norms, Excellence in Teaching, Restorative Justice Practice, Ruby Payne Understanding Poverty, Distressed or Deliberately Defiant
- Vocational Education | TAE course, Industry training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 94% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	83%	86%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	75%	79%	84%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									87%	85%	81%	83%	81%
2015								91%	88%	88%	85%	81%	87%
2016								89%	90%	86%	89%	89%	89%

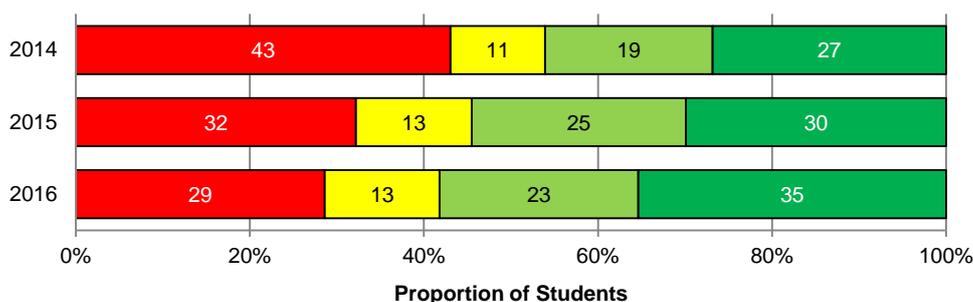
*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%



Description of how non-attendance is managed by the school

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

At Deception Bay State High School, we have a clear message, 'Every day counts.' The 'Attendance Team' led this agenda in 2016 with the following key strategies.

Developing a positive school culture

- Aligning attendance within our school's comprehensive Schoolwide Positive Behaviour Tier I system by providing clear expectations and including student rewards.
- Celebrating and acknowledging high attendance through Student of the Month awards, whole class attendance awards and VIVO rewards system.
- Communicating frequent attendance messages via school and year level parades, in school newsletter, on school website, at parent teacher interviews.
- Influencing beyond the school gate with implementation of home visits by dedicated 'Attendance Team' staff.
- Having students/parents sign an attendance agreement annually at parent teacher interviews or upon enrolment for new students.
- Gaining community support to help establish and clarify the expectations around attendance. Use of 'Attendance Team' staff to liaise with shopping and fast food outlet staff to report truanting students to the school.

Providing intervention and support by ensuring:

- Students are supported, valued and feel a sense of belonging is the core business of staff at DBSHS.
- All students with identified low attendance are provided ongoing mentoring and support to improve their engagement and attendance.
- A school case manager for at-risk students is identified.
- Students and families are supported by referring them to relevant support agencies if required.
- A mentoring program linking disengaged students within the school to support staff is maintained.
- Parents are aware of their legal obligation regarding attendance via the attendance contract and through conversations with the parents of chronically absent students.

NAPLAN

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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Suburb, town or postcode

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	131	104	130
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	2
Number of students receiving an Overall Position (OP)	25	20	19
Percentage of Indigenous students receiving an Overall Position (OP)	9%	0%	6%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	27	11	11
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	129	103	128
Number of students awarded an Australian Qualification Framework Certificate II or above.	122	91	118
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	129	102	128
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	99%
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.	76%	90%	58%
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.	100%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	96%	97%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	6	11	6	0
2015	2	6	10	2	0
2016	0	7	4	8	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	97	94	77
2015	79	80	61
2016	91	105	79

As at 3rd February 2017. The above values exclude VISA students.

Deception Bay State High Schools thriving Vocational Education Faculty offers students a variety of certificate courses. As our own RTO these courses inclusive of 7 Certificate I's, 14 Certificate II's and 7 Certificate III's ensure engagement and opportunities remain our priority.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	91%	85%	90%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	47%	154%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at: <https://decebayshs.eq.edu.au/Pages/default.aspx>

Early leavers information

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

In 2016 Deception Bay State High School continued to work with its community to ensure those students who exited the school followed an appropriate pathway. Early school leavers were tracked through our Youth Support coordinator to assist in ascertaining successful transition to the work force. We continued to take our responsibility to engage and re-engage our learners seriously and our two Flexible Learning Centres (Futures, Aspire) ensured that many disengaged students were given an additional opportunity to complete Year 12.

Conclusion

Thank you for taking the time to read our School Annual Report.