



DECEPTION BAY
STATE HIGH SCHOOL
EMPOWERING LEARNERS TO THRIVE



Deception Bay State High School

ANNUAL REPORT

2019

Queensland State School Reporting

Every student succeeding

State Schools Improvement Strategy

Department of Education



Queensland
Government

Contact information

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Webpages	<p>Additional information about Queensland state schools is located on:</p> <ul style="list-style-type: none">• the My School website• the Queensland Government data website• the Queensland Government schools directory website.

From the Principal

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 WORD (Writing, Oracy and Reading Development) and Positive Education (self-regulation 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 coaching 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.

School progress towards its goals in 2019

At Deception Bay State High School, we are committed to Empowering Learners to Thrive through our four values of:

Belonging | We look out for each other

Integrity | We are true to our word

Persistence | We stick to it

Aspiration | We aim high

Our school values are reflected in our school priorities and support the provision of our whole school curriculum including our structures and policies, procedures and rules, funding priorities, decision-making arrangements, disciplinary procedures, community relations and our approach to staff and student welfare and pastoral care. We believe these values will guide all of our students to aspire to be the best they can be. These values are underpinned by our four pillars (Inclusion, Positive Education, Learning, Pathways) and we communicate our explicit improvement agenda in alignment to these pillars:

INCLUSION	POSITIVE EDUCATION	LEARNING	PATHWAYS
Improvement in participation and achievement for priority groups	Increased engagement and belonging	SYSTEMATIC Curriculum delivery Consistent pedagogical practice focussing on high impact strategies	GROW Coaching Embed GROW coaching model in Senior School
SOS & annual school survey indicates talk protocols have enhanced staff inclusion strategies	Increase ATTENDANCE (90%) Improve engagement and refine support systems	NAPLAN ^ participation Writing Improve student performance (relative gain) – ideas & vocabulary	New QCE system Effective implementation of the new system
Flexible Learning ^ pathways post Year 12	15% Decrease SDAs Enhanced Positive Education initiatives	Reading JS students' reading ages to exceed 'one year's growth for one year's input'	Senior Schooling QCE/QCIA 100% 20% ^ in post school engagement (education, employment or training)

Each pillar, led by the Deputy Principal, developed a 4-year strategic plan (2018 – 2021) utilising the National School Improvement Tool framework to focus on Key Improvement Strategies.



Kate Allen
Deputy Principal
Inclusion

INCLUSION We embrace diversity and ensure every student receives the support needed to engage purposefully in learning.



Darrell Crimson
Deputy Principal
Positive Education

POSITIVE EDUCATION We foster wellbeing and the development of character so that students can be a lifelong thriving learner.



Janelle Leslie
Deputy Principal
Learning

LEARNING We create a learning culture that engages learners, encourages curiosity and critical thinking.



Dominic Pearce
Deputy Principal
Pathways

PATHWAYS We ensure that every student leaves our school with dignity, purpose and options.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

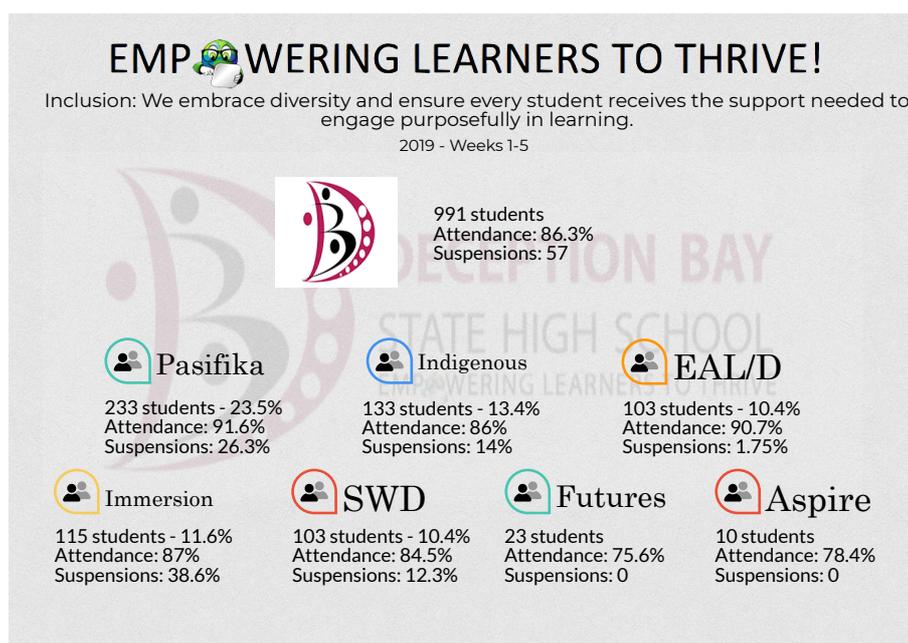
Enrolment category	2017	2018	2019
Total	902	914	939
Girls	439	439	455
Boys	463	475	484
Indigenous	104	119	133
Enrolment continuity (Feb. – Nov.)	86%	89%	89%

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.

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 courses in Early Childhood Education and Care to **five** Partnership schools.

The enrolments in 2019 averaged 980 students. This included over 100 students who were enrolled in the AIMS (Special Education) Program and a large Pasifika and Indigenous population, 23% and 13% respectively of the school population. Attendance, engagement and student outcomes for our priority groups and we saw significant improvement in these areas.



Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	20	21	22
Year 11 – Year 12	18	16	14

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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at <https://education.qld.gov.au/curriculum/stages-of-schooling/p-12>.

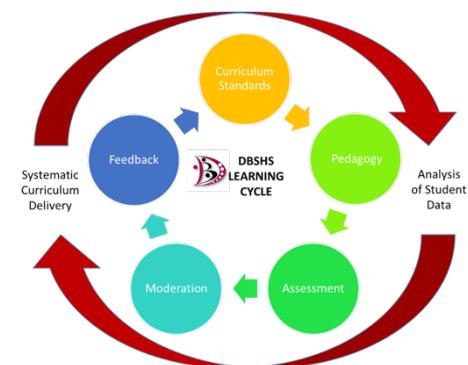
Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here <https://www.qld.gov.au/education/schools/information/programs>.

How information and communication technologies are used to assist learning

Information and communication technologies (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at <https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models>.

Our approach to curriculum delivery



The aim of the Deception Bay SHS Learning Plan is to create a learning culture that engages learners and encourages curiosity to improve student achievement. This aim underpins all school planning and teaching to ensure every student receives the support needed to engage purposefully in learning and experience academic success. In 2019 this was done through using systematic curriculum delivery and data analysis. The Learning is organised through the Deception Bay SHS Learning Cycle, a sequence of elements- Standards/Curriculum and Pedagogy/ Assessment/Moderation/Feedback, with each one responsive to the others.

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 Positive Education. This signature program developed student/teacher partnerships with a clear focus on:

- Self-regulation
- Reading and comprehension (LEAD Readers)
- Targeted support for Junior Secondary students in preparation for NAPLAN
- Targeted support for Year 12 QCS students

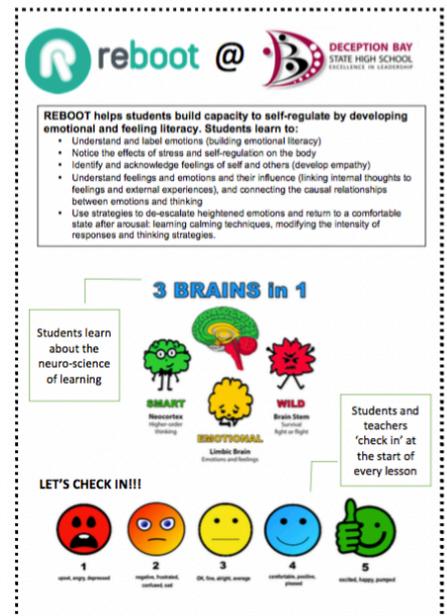


- Targeted support in Senior Schooling with an allocated coach

Our Junior Secondary program engaged our three feeder primary schools in a comprehensive transition to high school program. This transition included transition days commencing in Term 2, 3 & 4, Junior Secondary Thriving Learners Expo held each semester and a pastoral program devoted to the wellbeing and belonging of these future students of our school community.

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

- Reboot** | Helping the students to self-regulate.
- Student wellbeing** | Maintained a strong focus on pastoral care.
- Leadership** | Development of Year 9 Junior Secondary 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' coach for all students to monitor that they were on course with their study.

SENIOR SCHOOL

Senior School 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 2019 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 2019 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 7 Certificate I, 14 Certificate II and 7 Certificate III qualifications. In 2018 the school offered partnerships with six Secondary schools in the delivery of Certificate III in Early Childhood Education and Care. 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.

Social climate

Overview

Our school has an excellent culture with a clear focus on inclusion, positive education and learning. Our staff speak the same language of high standards and high expectations utilising our Positive Behaviour for

Learning (PBL) language, our PBL rules (Safety, Respect, Cooperation and Learning) and PBL values (Belonging, Integrity, Persistence and Aspiration).

We talk 'Beautiful Work' and we create 'Beautiful Work' together.



- ✓ A successful Leaner | Has a growth mindset, operates in smart brain and crosses the line of opportunity
- ✓ A commitment to excellence | To draft and redraft and submit your best work
- ✓ A belief in your ability | Modelling Growth Mindset in all we do
- ✓ A commitment to our students | Supporting students to create their best work
- ✓ A commitment to collective responsibility | The more we trust, support and help one another, the stronger our school community becomes.



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

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	94%	92%	96%
• this is a good school (S2035)	91%	94%	96%
• their child likes being at this school* (S2001)	88%	92%	100%
• their child feels safe at this school* (S2002)	92%	90%	96%
• their child's learning needs are being met at this school* (S2003)	90%	92%	92%
• their child is making good progress at this school* (S2004)	90%	88%	83%
• teachers at this school expect their child to do his or her best* (S2005)	96%	94%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	92%	84%	92%
• teachers at this school motivate their child to learn* (S2007)	86%	86%	92%
• teachers at this school treat students fairly* (S2008)	83%	78%	87%
• they can talk to their child's teachers about their concerns* (S2009)	94%	90%	96%
• this school works with them to support their child's learning* (S2010)	92%	90%	96%
• this school takes parents' opinions seriously* (S2011)	79%	82%	88%
• student behaviour is well managed at this school* (S2012)	80%	72%	88%
• this school looks for ways to improve* (S2013)	89%	94%	96%
• this school is well maintained* (S2014)	94%	96%	100%

Percentage of parents/caregivers who agree# that:	2017	2018	2019
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* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2017	2018	2019
• they are getting a good education at school (S2048)	94%	97%	92%
• they like being at their school* (S2036)	89%	88%	79%
• they feel safe at their school* (S2037)	86%	90%	82%
• their teachers motivate them to learn* (S2038)	87%	92%	86%
• their teachers expect them to do their best* (S2039)	97%	96%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	83%	95%	85%
• teachers treat students fairly at their school* (S2041)	68%	85%	70%
• they can talk to their teachers about their concerns* (S2042)	63%	79%	69%
• their school takes students' opinions seriously* (S2043)	72%	78%	67%
• student behaviour is well managed at their school* (S2044)	64%	65%	65%
• their school looks for ways to improve* (S2045)	96%	95%	88%
• their school is well maintained* (S2046)	76%	93%	81%
• their school gives them opportunities to do interesting things* (S2047)	87%	88%	89%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	90%	95%	95%
• they feel that their school is a safe place in which to work (S2070)	84%	97%	93%
• they receive useful feedback about their work at their school (S2071)	86%	81%	89%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	75%	83%
• students are encouraged to do their best at their school (S2072)	93%	95%	96%
• students are treated fairly at their school (S2073)	95%	97%	98%
• student behaviour is well managed at their school (S2074)	69%	76%	81%
• staff are well supported at their school (S2075)	76%	80%	86%
• their school takes staff opinions seriously (S2076)	80%	82%	84%
• their school looks for ways to improve (S2077)	94%	96%	97%
• their school is well maintained (S2078)	93%	96%	96%
• their school gives them opportunities to do interesting things (S2079)	87%	87%	93%

Percentage of school staff who agree# that:	2017	2018	2019
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* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

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 reports student progress to parents through the issuing of student reports four times during 2019 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 contact teachers or seek interviews throughout the year.

Respectful relationships education programs



The school had a variety of programs that focused on appropriate, respectful and healthy relationships.

In 2019 Deception Bay State High School continued to partner with schools across the Peninsula with The Peninsula Respect Project. The main aim was to unite influential community leaders and stakeholders from government, non for profit, philanthropic and business who would be impacted in some way by the issue of community disconnection. With a focus on respectful relationships, this project aimed to strengthen partnerships to build a respectful and capable community.

The school facilitated a number of programs to support our students including:

- Love Bites | respectful relationship
- PEARLS | empowering girls for a promising future
- Thin Blue Line | enhancing young people's sense of self and boost self-esteem
- Good Start Program | improving health and wellbeing of Maori and Pacific Islander students
- Deadly Choices | improving health and wellbeing of Aboriginal and Torres Strait Islander students
- ARTIE | improving attendance and engagement of Aboriginal and Torres Strait Islander students
- Beyond the Broncos | mentoring program for Aboriginal and Torres Strait Islander female students

Specially trained staff conducted Restorative Justice strategies such as mediations. Our *Responsible Behaviour Plan for Students* continued to utilise

Positive Behaviour for Learning as the framework that underpinned the expectations of behaviour for Deception Bay SHS students. Yarning circles were maintained as a way to encourage larger groups of students to resolve conflict and the Szymie app was used as a way for students to report bullying or unsafe behaviour.

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	453	528	438
Long suspensions – 11 to 20 days	12	15	9
Exclusions	13	12	10
Cancellations of enrolment	9	8	1

Note:

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

Environmental footprint

Reducing this school's environmental footprint

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	362,202	370,662	367,029
Water (kL)	8,876	23,221	28,248

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

The screenshot shows a search interface with a text input field labeled 'Search by school name or suburb'. To the right are three dropdown menus: 'School sector', 'School type', and 'State'. A magnifying glass icon is on the far right.

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.

The screenshot shows a navigation menu with several items: 'School profile', 'NAPLAN', 'Attendance', 'Finances' (which is highlighted), 'VET in schools', 'Senior secondary', and '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	85	55	9
Full-time equivalents	80	38	7

*Teaching staff includes School Leaders.

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

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools is performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- <https://www.qct.edu.au/registration/qualifications>

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	87%	84%	83%
Attendance rate for Indigenous** students at this school	82%	80%	79%

* 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

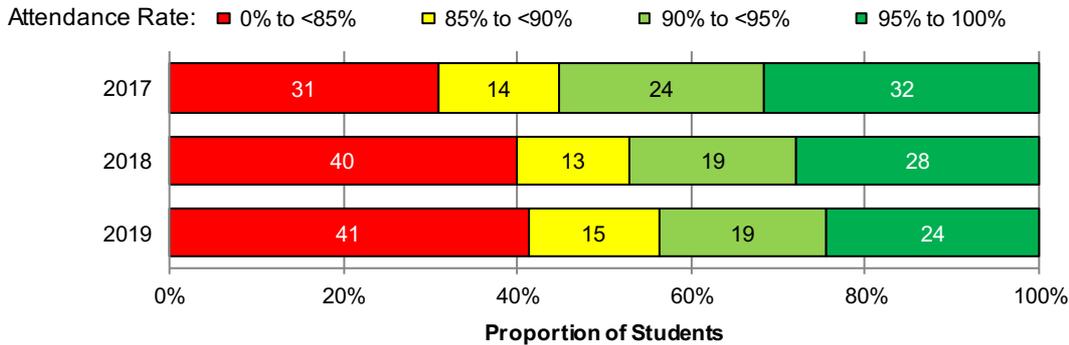
Year level	2017	2018	2019
Year 7	88%	86%	85%
Year 8	88%	82%	83%
Year 9	87%	84%	82%
Year 10	87%	84%	82%
Year 11	86%	83%	85%
Year 12	89%	87%	86%

Notes:

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

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

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

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	2017	2018	2019
Number of students who received a Senior Statement	151	136	93
Number of students awarded a QCIA	2	6	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	149	130	93
Percentage of Indigenous students awarded a QCE at the end of Year 12	92%	93%	100%
Number of students who received an OP	21	12	8
Percentage of Indigenous students who received an OP	0%	0%	0%
Number of students awarded one or more VET qualifications (including SbAT)	151	134	93
Number of students awarded a VET Certificate II or above	142	122	89
Number of students who were completing/continuing a SbAT	17	17	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	71%	100%	88%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	97%

Notes:

- The values above:
 - are as at 05 February 2020
 - 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	2017	2018	2019
1-5	2	4	1
6-10	7	6	4
11-15	6	2	2
16-20	6	0	1
21-25	0	0	0

Note:

The values in table 14:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	138	120	74
Certificate II	127	111	80
Certificate III or above	98	97	67

Note:

The values in table 15:

- are as at 05 February 2020
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

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

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	95%	95%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	82%	106%	75%

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.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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 <https://deceptionbayshs.eq.edu.au>.