Dalby State High School

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

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School Overview

Established in 1954, Dalby State High School currently has almost 1,100 students, including 60 boarders. Staff at both of the school's campuses (Nicholson & Bunya) work closely together to deliver a unique learning experience to all students. Dalby State High School is recognised as one of Queensland's most innovative and progressive secondary schools. This reputation comes from a stimulating, well-ordered, safe and supportive environment, with a dynamic curriculum that produces quality student outcomes. Dalby State High School prides itself on key signature programs including the Apollo Program for High Achievers, Trade Futures Program, Agriculture Futures Program, Agriculture Professionals Program, Sporting Excellence Program, Instrumental Music and School Musical. Students at Dalby State High School learn in a setting renewed by a $10 Million facilities upgrade, including a Trade Training Centre, Languages Centre, Science Block upgrade, creation of a Dramatic Arts space and several new general classroom buildings. In 2011 Dalby State High School acquired management of the former Australian Agricultural College Corporation (AACC) site as a second campus (Bunya Campus). This provided students with access to all resources and facilities at the site, including the largest school farm in Queensland, Sporting Venues, 25 Metre Swimming Pool and Educational Facilities. Another highlight has been the management of the existing residential facility, making Dalby State High School a provider of a high-quality boarding experience. Our school vision is 'Creating the Future; every student, every day'. This vision is enacted through the school values of Positive Relationships, Student Diversity, Multiple Pathways and Teacher Excellence. These values are reflected in all student relationships with the school, their family, the community and the environment. Our ethos and enrolment numbers allow every student to participate, contribute and be involved.

Introduction

School Progress towards its goals in 2017:

Priority:	Target:	Strategies used:	Outcome:
Student Attendance	Whole-School = 88% Students < 85% = 25%	• Ongoing implementation of Positive Behaviour for Learning (PBL) Framework. • Use of VIVO to rewards students for attendance, including increased points at target times. • Continued dialogue with school and community regarding importance of attendance. • Continued links between attendance and school rewards (Platinum Attendance Awards, school experiences, reward days). • Continued case management of students with low attendance. • Continued data analysis and reporting of attendance data to key staff.	Whole-School = 87.8% Students < 85% = 28.4%
Writing	NAPLAN Year 7: 80% NMS Year 9: 80% NMS	• Writing Improvement Strategy of DSHS (WISoD). • Embed writing practice in junior curriculum delivery.	NAPLAN Year 7: 77.2% NMS Year 9: 53.4% NMS

Future Outlook for 2018:

Priority:	Target:	Strategies used:
Student Attendance	Whole-School = 88% Students < 85% = 25%	• Ongoing implementation of Positive Behaviour for Learning (PBL) Framework. • Use of VIVO to rewards students for attendance, including increased points at target times. • Continued dialogue with school and community regarding importance of attendance. • Continued links between attendance and school rewards (Platinum Attendance Awards, school experiences, reward days). • Continued case management of students with low attendance. • Continued data analysis and reporting of attendance data to key staff. • New *Attendance and Engagement Framework* for year 11 & 12 students.

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Writing	NAPLAN 2018	• Writing Improvement Strategy of DSHS (WISoD).
		• Embed writing practice in junior curriculum delivery.
	Year 7: 85% NMS	
	Year 9: 85% NMS	
	Paragraphing (NAPLAN Score 2018)	
	Year 7: 85% (1+/2)	
	Year 9: 85% (1+/2)	
Reading	NAPLAN 2018	• Reading Improvement Strategy of DSHS (RISoD).
		• Embed reading practice in junior curriculum delivery.
	Year 7: 95% NMS	
	Year 9: 95% NMS	

The school is also preparing for the implementation of the Senior Assessment & Tertiary Reforms (SATE) in readiness for 2019.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	1008	462	546	134	90%
2016	1039	473	566	152	89%
2017	1039	473	566	155	91%

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

In 2017, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview

The vast majority of the student body come from families where parents are employed in farming, manufacturing, small business or the resources sector. The rapid increase in local employment in the resource sector has contributed to the school's recent enrolment growth. Approximately 16% of students are of an Indigenous background while 8% are of a non-English speaking background (this is increasing).

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Dalby State High School students venture into a variety of post-school pathways at the end of year 12. These include further studies at Universities (the University of Southern Queensland at Toowoomba is the most common choice), further vocational training or direct entry to the workforce.

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	23	24
Year 11 – Year 12	17	17	17

Curriculum Delivery

Our Approach to Curriculum Delivery
- **Senior Secondary**: Our senior curriculum continues to prepare students for further education at TAFE or university or work with strong links established with the manufacturing and agricultural sectors in particular. The school has two highly successful vocational programs (Innovate & Trade Futures) and a university focussed offering (Agricultural Professionals) as a result.   School-based apprenticeships and traineeships remain popular, as do structured work placements. Our year 10 programme is aligned with the year 11 and 12 program in order to help ease the transition into year 11. We pride ourselves on the breadth of curriculum offerings and constantly seek ways to expand opportunities for all of our students.
- **Junior Secondary**: Year 7, 8 and 9 students participate in stable core classes where students are able to build strong relationships with their teachers. Students in Year 8 and 9 also select a range of secondary elective subjects.
- **Apollo program**: Selected high-achieving students in years 8, 9 and 10 can complete a customized subject with four key strands. The first focuses on language and communication. The second focuses on mathematics, science, engineering and technology. The third focuses on the Arts. The fourth is a unique extension program for our brightest students, who commence year 11 studies while still in year 10.
- **Gateways:** The school is a member of gateway to industry programs for Agribusiness and Wine Tourism.
- **Transition to Secondary Schooling Program:** Significant links have been established between all our neighbouring primary schools with a transition program established for all year 7 students. This program enables the students to experience life at high school. For 'at risk' students the program is more comprehensive taking place over a number of weeks. Our year 7 coordinator is appointed whilst students are still at primary school to enable strong links to be formed. Coupled with our DIP (Dalby Inter-year Programme), this ensures that the educational, social and emotional needs of incoming students are met. Year 11 students who are entering from neighbouring P-10 State Schools also enjoy a long and comprehensive transition program.
- **Extension subjects**: English Extension, Music Extension and access to accelerated programmes and the Headstart program cater for students who are gifted in particular areas.
- **Science, Technology, Engineering and Mathematics (STEM)**: Strategic planning around a whole-school approach to STEM is in its early stages at the school.

Co-curricular Activities
- School Musical.
- Debating.
- Lions Youth of Year.
- Concert and Stage Band (Instrumental Music program).
- Sporting activities (including sporting excellence program).
- Various external competitions.

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies are utilised across the curriculum for a range of purposes. Teachers research and prepare using technological resources and students utilise a range of technologies across subject specialisations to prepare and complete assessment tasks.

We are trialling a range of new technologies in a number of classrooms to enhance the teaching and learning process. Through funding, we have been able to purchase many new computers, hence improving student access to technology. iPads are being trialled in various faculty areas within the school.

The school will is anticipating the rollout of a Bring Your Own Device (BYOx) program in 2018 with a focus on year 7 students.

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Social Climate

Overview

Parents and students continue to be happy with the education being delivered at Dalby State High School.

Relationships between staff and students are a particular strength especially in the area of extra-curricular activities. Staff believe that Dalby High is a good place to work with a high percentage accessing professional development opportunities to continue to upgrade their skills and knowledge base.

Students continue to excel in a range of academic, sporting and cultural fields which is proof of the high quality education that occurs at Dalby State High.

Students are encouraged (through a variety of means) to report bullying of self and others. The Heads of Department (Student Support – Junior Secondary and Senior Secondary and Behaviour Support) then manage the issues, often working alongside Year Coordinators, Deputy Principals and other key support and teaching staff. This may include referral to administration for counselling and consequences or intervention by a wide range of support personnel. Bullying is not tolerated at Dalby SHS.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	95%	94%
this is a good school (S2035)	91%	93%	94%
their child likes being at this school* (S2001)	87%	93%	98%
their child feels safe at this school* (S2002)	94%	98%	92%
their child's learning needs are being met at this school* (S2003)	94%	91%	96%
their child is making good progress at this school* (S2004)	89%	97%	92%
teachers at this school expect their child to do his or her best* (S2005)	96%	95%	94%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	81%	88%
teachers at this school motivate their child to learn* (S2007)	89%	86%	85%
teachers at this school treat students fairly* (S2008)	77%	87%	89%
they can talk to their child's teachers about their concerns* (S2009)	93%	89%	88%
this school works with them to support their child's learning* (S2010)	91%	81%	90%
this school takes parents' opinions seriously* (S2011)	84%	81%	83%
student behaviour is well managed at this school* (S2012)	75%	78%	77%
this school looks for ways to improve* (S2013)	91%	94%	94%
this school is well maintained* (S2014)	98%	95%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	95%	89%
they like being at their school* (S2036)	88%	94%	86%
they feel safe at their school* (S2037)	92%	94%	89%
their teachers motivate them to learn* (S2038)	89%	92%	81%
their teachers expect them to do their best* (S2039)	92%	98%	98%
their teachers provide them with useful feedback about their school work* (S2040)	85%	91%	89%

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Performance measure			
Percentage of students who agree# that:	**2015**	**2016**	**2017**
teachers treat students fairly at their school* (S2041)	78%	83%	77%
they can talk to their teachers about their concerns* (S2042)	79%	78%	73%
their school takes students' opinions seriously* (S2043)	84%	83%	80%
student behaviour is well managed at their school* (S2044)	82%	84%	72%
their school looks for ways to improve* (S2045)	97%	96%	93%
their school is well maintained* (S2046)	93%	92%	90%
their school gives them opportunities to do interesting things* (S2047)	91%	94%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
they enjoy working at their school (S2069)	86%	92%	91%
they feel that their school is a safe place in which to work (S2070)	93%	100%	97%
they receive useful feedback about their work at their school (S2071)	83%	78%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	71%	90%
students are encouraged to do their best at their school (S2072)	95%	99%	95%
students are treated fairly at their school (S2073)	88%	96%	92%
student behaviour is well managed at their school (S2074)	67%	87%	74%
staff are well supported at their school (S2075)	79%	88%	70%
their school takes staff opinions seriously (S2076)	74%	86%	72%
their school looks for ways to improve (S2077)	83%	99%	95%
their school is well maintained (S2078)	95%	96%	92%
their school gives them opportunities to do interesting things (S2079)	86%	91%	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.

Parent and community engagement

Parents are encouraged to become involved in all aspects of their student's education. Volunteers are welcome to assist with learning activities, extracurricular programs, fundraising activities and business enterprises such as the tuckshop run by the P&C.

Parents are regularly consulted on school matters through online surveys, email communication and written response activities. Facebook has become a new and innovative way for the school to communicate with parents and the wider community.

Parent / teacher evenings are held four times per year and community events such as the school musical and speech night are well attended by parents and the broader community.

Students with diverse learning needs have their learning needs met through a consistent collaborative approach that relies heavily on the input of parents and carers. This approach to adjustments and planning is the cornerstone of full participation in the learning programs offered at the school.

Respectful relationships programs
The school has developed and implemented a series of programs and approaches that focus on appropriate, respectful and healthy relationships. These include:
- Years 7-9 have a strong Anti-Bullying focus within Pastoral Care programs.
- Each year level has a particular focus:
  o Year 7 (New Beginnings and Getting to Know Me: Identity, adolescence, healthy bodies and where I come from).
  o Year 8 (Choices and Relationships: Looking after myself, positive relationships, my body and making choices).
  o Year 9 (Responsibility: I'm responsible for me, social responsibility, ethics and health.
- *Love Bites* program for Year 10s

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- *Rage* programs for selected year 7-9 students.
- *No Limits* and *Shine* programs for selected year 7-9 girls.
- Annual involvement in *White Ribbon Day* recognition activities.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	359	254	304
Long Suspensions – 11 to 20 days	14	14	17
Exclusions	8	13	10
Cancellations of Enrolment	17	20	16

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Environmental Footprint

Reducing the school's environmental footprint

Staff and students are regularly encouraged to minimise heating, cooling and lighting use. In a school with extreme temperatures in both winter and summer, this is critical to manage overall usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	1,063,400	5,423
2015-2016	468,797	10,230
2016-2017	1,082,625	44,590

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

| School name | GO |

| Suburb, town or postcode |

Sector:

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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	92	71	<5
Full-time Equivalents	88	54	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	3
Graduate Diploma etc.**	38
Bachelor degree	44
Certificate	5

*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 2017 were $60,731.32

The major professional development initiatives are as follows:

1. Senior Assessment and Tertiary Reforms (SATE) Implementation.
2. Reading and writing improvement strategies.
3. Classroom engagement and behaviour support strategies.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

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Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	89%	89%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	83%	81%	83%

*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 2017 for all Queensland Secondary schools was 90%.
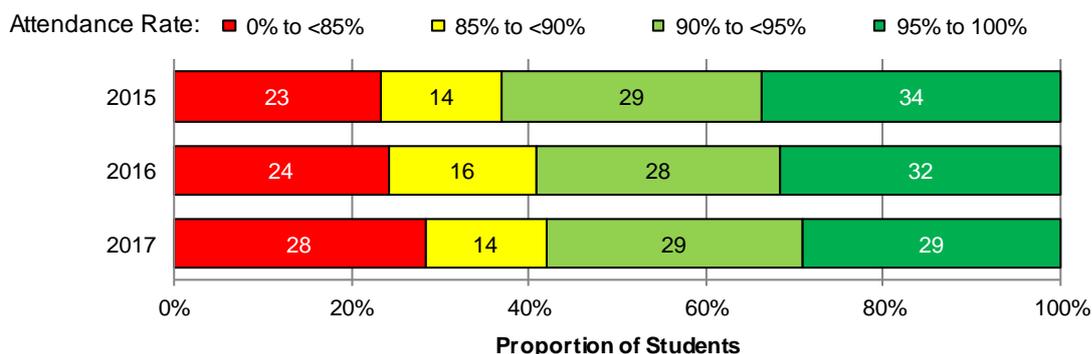
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2015								91%	90%	88%	86%	88%	91%
2016								91%	90%	87%	88%	88%	89%
2017								90%	88%	86%	87%	86%	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%

	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2015	23	14	29	34
2016	24	16	28	32
2017	28	14	29	29

Proportion of Students

Description of how non-attendance is managed by the school

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

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.

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The school uses the electronic IDATTEND system to record and monitor student absences. Members of the school office staff, administration team, guidance officer and year coordinators work together to monitor student absences and support students who are having difficulties in attending school. Planning has occurred in 2016 for the deployment of a full-time Attendance Officer to work at the school in 2017.

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.**

Find a school

| School name | **GO** |

| Suburb, town or postcode |

Sector:

☑ Government

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SEARCH

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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	2015	2016	2017
Number of students receiving a Senior Statement	149	135	175
Number of students awarded a Queensland Certificate of Individual Achievement (QCIA).	2	1	5
Number of students receiving an Overall Position (OP)	74	39	60
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	11%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	18	21	21
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	81	84	109
Number of students awarded an Australian Qualification Framework Certificate II or above.	60	73	81
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	136	125	166
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) or QCIA at the end of Year 12.	73%	100%	95%

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OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	**2015**	**2016**	**2017**
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.	84%	74%	73%
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.	95%	95%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	97%	98%

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**
2015	13	21	28	9	3
2016	6	11	12	10	0
2017	12	18	14	14	2

As at 14th February 2018. 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**
2015	47	54	8
2016	39	68	5
2017	62	78	7

As at 14th February 2018. The above values exclude VISA students.

The following Vocational Certificates were completed by students in 2017

MEM10105 - CERTIFICATE I IN ENGINEERING
MEM20105 - CERTIFICATE II IN ENGINEERING
MEM20413 - CERTIFICATE II IN ENGINEERING PATHWAYS
MSM10216 - CERTIFICATE I IN MANUFACTURING (PATHWAYS)
MSM20216 - CERTIFICATE II IN MANUFACTURING TECHNOLOGY
MEM30305- CERTIFICATE III ENGINEERING- FABRICATION TRADE
MEM30205 – CERTIFICATE III ENGINEERING- MECHANICAL TRADE
AUR30612 – CERTIFICATE III LIGHT VEHICLE- MECHANICAL TECH
AUR32116- CERTIFICATE III AUMOTIVE BODY REPAIR TECHNOLOGY
AUR21216 CERTIFICATE II AUTOMOTIVE UNDERBODY TECHNOLOGY
RII20115 - CERTIFICATE II IN RESOURCES AND INFRASTRUCTURE WORK PREPARATION
CPC32413- CERTIFICATE III PLUMBING
PMA20113- CERTIFICATE II PROCESS PLANT OPERATIONS
AHC20110 - CERTIFICATE II AGRICULTURE
AHC20316- CERTIFICATE II PRODUCTION HORTICULTURE
AHC30410- CERTIFICATE III PORK FRODUCTION STOCKPERSON
AHC21216- CERTIFICATE II IN RURAL OPERATIONS
BSB30415 – CERTIFICATE III BUSINESS ADMINISTRATION
BSB20115- CERTIFICATE II BUSINESS
CHC30712- CERTIFICATE III CHILD CARE
CHC33015 – CERTIFICATE III INDIVIDUAL SUPPORT (DISABILITY)
SIH30111- CERTIFICATE III HAIR DRESSER
SIR20116- CERTIFICATE II COMMUNITY PHARMACY
SIR20216- CERTIFICATE RETAIL SERVICES
RGR30108- CERTIFICATE III RACING (TRACKRIDER)
CUA40313 – CERTIFICATE IV DANCE TEACHING AND MANAGEMENT
ACM40412 CERTIFICATE IV VETERINARY NURSIN
SIT20116 - CERTIFICATE II IN TOURISM
SIT20207 - CERTIFICATE II HOSPITALITY

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Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	**2015**	**2016**	**2017**
Year 12 student enrolment as a percentage of the Year 10 student cohort.	89%	71%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	70%	36%	76%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
https://dalbyshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/2033_DalbyStateHighSchool_NextStep2017_Summary.pdf

Early leavers information
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The school, in certain circumstances, will endorse early leaving from school, if the student and their family have established a meaningful work option as a pathway. For those students, the school would consider entry to the workforce to be a more suitable option than continuation of formal schooling. For other students who are at significant risk of disengaging with their learning, a pathway is developed in consultation with an external agency for the completion of an alternative program.

Conclusion

Our school vision is 'Creating the Future; every student, every day'. This vision is enacted through the school values of Positive Relationships, Student Diversity, Multiple Pathways and Teacher Excellence. These values are reflected in all student relationships with the school, their family, the community and the environment. Our ethos and enrolment numbers allow every student to participate, contribute and be involved.

Come and join us at Dalby State High School; a proud Queensland State School.

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