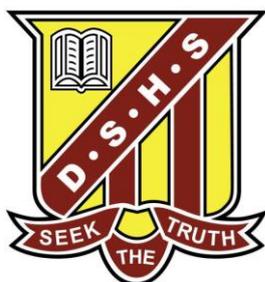


Dalby State High School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Dalby State High School, which opened in 1954, is a large and highly regarded state secondary school in the Darling Downs region of Queensland. The student population was 1,075 students in 2015 and growing.

Dalby State High School has an established reputation built on traditional values including high standards of discipline and pride in appearance. Outstanding achievements across academic, cultural, citizenship and sporting areas can be directly attributed to a committed, experienced and well qualified staff. Our staff make a significant contribution to the lives of our students. We believe high quality teaching is vital for high quality learning. Students are also encouraged to develop the values they are exposed to at home to ensure they leave Dalby State High School as responsible citizens.

The school underwent significant facilities renewal in 2010 - 2011 with major refurbishment of science and dramatic arts classrooms and development of specialist teaching areas including a Trade Training Centre and a Languages Centre. More refurbishment and new construction was completed in 2014 to prepare for the arrival of year 7 students in 2015. This included a new, six classroom building and the full refurbishment of an additional five classrooms.

From the start of 2011 Dalby State High School acquired management of the former Australian Agricultural College Corporation (AACC) site as a second campus. This has provided students at Dalby State High School access to all resources and facilities at the site, including agricultural training, sporting venues, 25 metre swimming pool and other educational facilities. Another highlight is the management of the existing 116 bed residential facility, making Dalby State High School a provider of a safe and enriching boarding experience. This transformation of Dalby State High School into a dual campus school with boarding students marks one of the most exciting times in the school's history. There were sixty-five residential students enrolled at the end of 2015 with 2016 numbers anticipated to be almost eighty.

This report is a brief sketch of some aspects of schooling at Dalby SHS, and provides a brief overview of some key school data and details performance outcomes for Year 12 graduates in 2015.

School progress towards its goals in 2015

Priority:	Target:	Strategy:	Outcome:
1. Attendance	89.7%	Implement whole-school rewards for attendance at times of concern (sports carnivals, end of terms). Link Gold & Silver awards to attendance rate and zero tolerance for unexplained absences for award recipients. Continue with new SMS system for explanation of absences. Expand case management role through Student Support HODS for students with attendance rates less than 85%. Continue to work with Regional Office and Dalby Police on non-attendeess.	87%
2. Literacy and Numeracy	Targets are contained within the school's Investing 4 Success plan, which can be viewed on the school website here: dalbyschs.eq.edu.au	Actions are contained within the school's Investing 4 Success plan, which can be viewed on the school website here: dalbyschs.eq.edu.au	Outcomes are contained within the school's Investing 4 Success Snapshot Report, which can be viewed on the school website here: dalbyschs.eq.edu.au
3. English, Maths & Science	80% of students acheivng a C or better in all three subjects, year 7 - 10.	Embedding in practice the school's Pedagogical Framework (including the Explicit Teaching agenda and Dimensions of Learning Framework).	79.3%
4. Year 12 Attainment	80 % of eligible students with an OP 1-15. 100% of students with a QCE, VET Cert, or QCIA. 90% of students with QCE or QCIA. 65% of students with a Cert II +. 20% of Non OP students with a Cert III +.	Start a communication strategy with industry, business, parents and students, advising them that a QCE is a valuable qualification and that we as a school community need to move beyond using the Certificate II as the major vocational exit credential. Utilise HOD (Student Support – Senior Secondary) to continue with end of term data analysis using TrackEd program to identify students at risk of not achieving QCE. Responses can include subject changes, direct communication home with student and parents regarding risk of non-completion and in extreme cases, commencement of cancellation of enrolment process. Principal to continue to monitor and manage programs of students on cancellation of enrolment processes for failure to demonstrate sufficient work rate towards QCE completion. Creation of at-risk pastoral care groups for clustered intervention and support. Identify additional school-delivered qualifications that can be implemented for students at risk to gain additional points. Embedding in practice of the school's Pedagogical Framework (including the Explicit Teaching agenda and Dimensions of Learning Framework). Year 11 and 12 students in 2015 will be advised of their R6 Placement at the end of each semester and provided with direct feedback as to how they can improve their LOA / rung placement. Enhance programs through resource development and provision of transport to access vocational learning.	83.8%. 96%. 92.6%. 40.3%. 5.7%.
5. Post School Destinations	80% of school-leavers in education, training, employment, six months after yr 12.	Post-School Destination data is the product of the actions contained above in 'Year 12 Attainment'. Post-School Destination data is reviewed strategically by the school leadership team to inform future decisions around programs and resource allocation.	84.1%
6. Enrolment	Trending upwards.	Continue to promote the school as a first class provider of secondary education and residential experience, through local media, community involvement and web. Implement Enrolment Management Plan.	Trending upwards.

7. Behaviour	<p>Less than 75 short suspensions per 1,000 students per term.</p> <p>Less than 2 exclusions per 1,000 students per term.</p> <p>Less than 2 cancellations per 1,000 students per term.</p>	Ongoing implementation of actions from 2014 Discipline Audit as per attached Discipline Audit Plan.	<p>88.2</p> <p>2</p> <p>4.2</p>
8. Satisfaction	85% of positive responses in School Opinion Survey for Staff, Parents & Students.	Continue to promote the school as a first class provider of secondary education and residential experience, through local media, community involvement and web. Explore new opportunities for parents and students to have a voice in school strategic planning, based on 2015 SOS data.	84.3%

Future outlook

The focus areas for Dalby State High School in 2016 are Attendance, Literacy and Numeracy, Year 12 Attainment, Post-School Destinations, Enrolment Growth, Student Behaviour and School Satisfaction. Within this, QCE Attainment, Attendance and improved Grade Point Averages for students (GPA).

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	848	395	453	87	91%
2014	870	408	462	100	90%
2015	1008	462	546	134	90%

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:

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 13% of students are of an Indigenous background while 5% are of a non-English speaking background (this is increasing).

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

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	23	24	24
Year 11 – Year 12	18	18	17

*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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	143	303	359
Long Suspensions - 6 to 20 days	73	23	14
Exclusions	5	5	8
Cancellations of Enrolment	19	14	17

* 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.

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 (Agricultural Futures & 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.

Extra curricula 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 improve 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.

Social Climate

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 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 with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	100%	98%	94%
this is a good school (S2035)	100%	100%	91%
their child likes being at this school (S2001)	100%	93%	87%
their child feels safe at this school (S2002)	94%	95%	94%
their child's learning needs are being met at this school (S2003)	100%	97%	94%
their child is making good progress at this school (S2004)	100%	93%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	98%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	97%	87%
teachers at this school motivate their child to learn (S2007)	88%	93%	89%
teachers at this school treat students fairly (S2008)	94%	95%	77%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	93%
this school works with them to support their child's learning (S2010)	100%	97%	91%
this school takes parents' opinions seriously (S2011)	100%	95%	84%
student behaviour is well managed at this school (S2012)	88%	97%	75%
this school looks for ways to improve (S2013)	100%	100%	91%
this school is well maintained (S2014)	94%	98%	98%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	94%	94%	94%
they like being at their school (S2036)	92%	87%	88%
they feel safe at their school (S2037)	86%	90%	92%
their teachers motivate them to learn (S2038)	86%	86%	89%
their teachers expect them to do their best (S2039)	97%	95%	92%
their teachers provide them with useful feedback about their school work (S2040)	92%	83%	85%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
teachers treat students fairly at their school (S2041)	71%	81%	78%
they can talk to their teachers about their concerns (S2042)	83%	76%	79%
their school takes students' opinions seriously (S2043)	76%	69%	84%
student behaviour is well managed at their school (S2044)	76%	74%	82%
their school looks for ways to improve (S2045)	92%	90%	97%
their school is well maintained (S2046)	91%	90%	93%
their school gives them opportunities to do interesting things (S2047)	94%	92%	91%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	89%	96%	86%
they feel that their school is a safe place in which to work (S2070)	94%	98%	93%
they receive useful feedback about their work at their school (S2071)	72%	81%	83%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	85%	83%
students are encouraged to do their best at their school (S2072)	99%	97%	95%
students are treated fairly at their school (S2073)	96%	95%	88%
student behaviour is well managed at their school (S2074)	94%	90%	67%
staff are well supported at their school (S2075)	78%	90%	79%
their school takes staff opinions seriously (S2076)	81%	84%	74%
their school looks for ways to improve (S2077)	95%	95%	83%
their school is well maintained (S2078)	89%	91%	95%
their school gives them opportunities to do interesting things (S2079)	76%	89%	86%

[#] '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.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	843,739	3,754
2013-2014	420,503	14,663
2014-2015	1,063,400	5,423

*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.

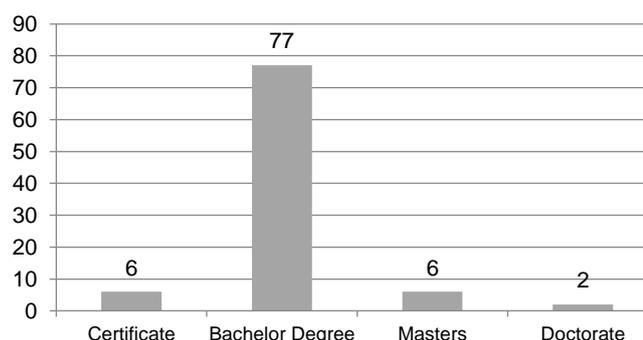
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	89	79	<5
Full-time equivalents	85	52	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	6
Bachelor Degree	77
Masters	6
Doctorate	2
Total	91



*Teaching staff includes School Leaders

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$50,137.92.

The major professional development initiatives are as follows:

1. QCE and Senior Attainment
2. Literacy and numeracy
3. Pedagogical Framework
4. Supporting students at risk/student well-being
5. Curriculum compliance

The proportion of the teaching staff involved in professional development activities during 2015 was 100 %.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 93% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.

Find a school

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	86%	89%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	77%	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 attendance rate in 2015 for all Queensland Secondary schools was 90%.

Student attendance rate for each year level (shown as a percentage)

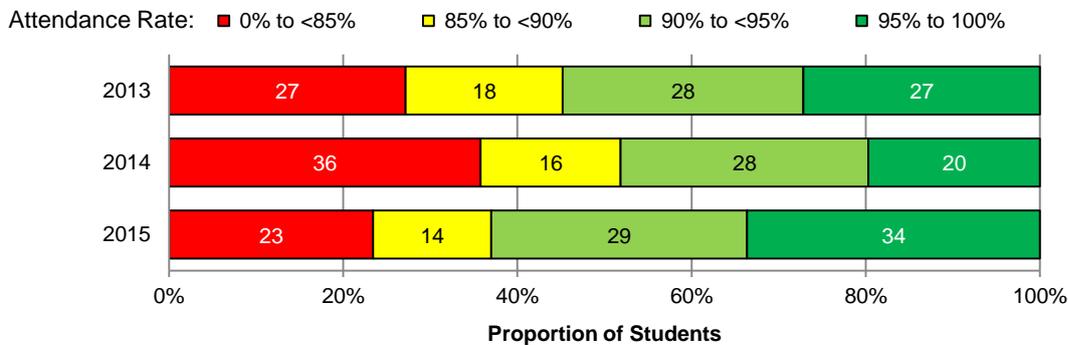
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013									89%	87%	86%	85%	89%
2014									88%	86%	83%	85%	86%
2015								91%	90%	88%	86%	88%	91%

*From 2013, the methodology used for calculating attendance rates effectively counts 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.



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.

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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **‘Find a school’ text box**.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	81%	82%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	61%	77%	70%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	120	149	149
Number of students awarded a Queensland Certificate of Individual Achievement.	0	2	2
Number of students receiving an Overall Position (OP)	54	62	74
Percentage of Indigenous students receiving an Overall Position (OP)	22%	14%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	25	26	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	90	97	81
Number of students awarded an Australian Qualification Framework Certificate II or above.	43	58	60
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	92	101	136
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	44%	57%	73%
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.	63%	71%	84%

Outcomes for our Year 12 cohorts	2013	2014	2015
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.	94%	89%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	87%	95%

As at 16 February 2016. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	9	8	17	20	0
2014	9	10	25	17	1
2015	13	21	28	9	3

As at 16 February 2016. The above values exclude VISA students.

Vocational Educational Training qualification (VET)			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	68	38	15
2014	63	46	15
2015	47	54	8

As at 16 February 2016. The above values exclude VISA students.

The following are the VET qualifications participated in by our students in 2014:

- Certificate I in AgriFood Operations
- Certificate II in Agriculture
- Certificate II in Business
- Certificate I in Construction
- Certificate II in Information, Digital Media and Technology
- Certificate I in Engineering
- Certificate II in Engineering
- Certificate I in Manufacturing (Pathways)
- Certificate II in Manufacturing (Pathways)
- Certificate II in Resources and Infrastructure Work Preparation
- Certificate II in Hospitality
- Certificate III in Early Childhood
- Certificate II in Health Services
- Certificate II in Tourism

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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

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.