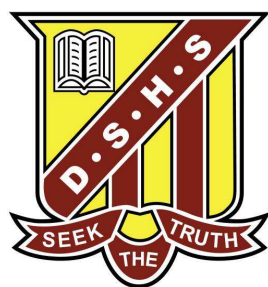


Dalby State High School

Queensland State School Reporting

2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Dr Dean Russell, Principal

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 870 students in 2014 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 forty residential students enrolled at the end of 2014 with 2015 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 2014.

School progress towards its goals in 2014

Priority:	Target:	Strategy:	Outcome:
1. Reading and Numeracy	<p>MSS exceeds benchmark adjusted for ICSEA</p> <p>MSS trend is positive</p> <p>Proportion of students in U2B is improving</p> <p>Proportion of students reaching Regional Benchmarks is above 80% and improving</p>	<p>Actions are contained within the schools Great Results Guarantee (GRG) Snapshot Report, which can be viewed on the school website here:</p> <p>dalbyshs.eq.edu.au</p>	<p>Outcomes are contained within the schools Great Results Guarantee (GRG) Snapshot Report, which can be viewed on the school website here:</p> <p>dalbyshs.eq.edu.au</p>
2. Post School Transitions	<p>Attainment – 100% QCE or Vet Qualification or Traineeship/Apprenticeship</p> <p>Transition – Improving trend in the proportion of students engaged in further study or employment</p>	<p>Human resources and physical resources for students at risk of disengaging or leaving school with a training and / or vocational option.</p> <p>Enhance programs through resource development and provision of transport to access vocational learning.</p> <p>Human resources and physical resources for students at risk of disengaging or leaving school with a training and / or vocational option.</p> <p>Provide portion of salary for SAT Coordinator.</p> <p>Provide an opportunity for local businesses to engage with students.</p> <p>Maintain current level of industry access visits (increase is not possible due to saturation of local sectors).</p>	<p>Outcomes are outlined later in this report.</p>

3. Student Reporting, A-E Semester Data (all Year Levels)	<p>Is supported by a strong moderation process</p> <p>Triangulates with other school data</p> <p>Shows an improvement trend</p>	<p>Continued implementation of the school's Pedagogical Framework (including the Explicit Teaching agenda and moderation processes included in the Dimensions of Learning Framework).</p> <p>Continued rollout of National Curriculum.</p>	<p>2010 – 2014:</p> <p>English – trending upwards.</p> <p>Mathematics – trending flat / downwards.</p> <p>Science – trending upwards.</p>
4. Student, Parent and Staff Confidence	<p>Is equivalent to or exceeds Like Schools</p>	<p>Continue to promote the school as a first class provider of secondary education and residential experience, through local media, community involvement and web.</p> <p>Complete community forum each term as a part of the transition to year 7 in 2015.</p> <p>Explore new opportunities for parents and students to have a voice in school strategic planning.</p>	<p>Outcomes are outlined later in this report.</p>
5. Benchmark data for Indigenous students	<p>The gap is closing in measures 1-3 (above)</p> <p>The gap is closing in attendance and retention</p>	<p>Whole school monitoring of attendance through regular communication with parents regarding non-attendance.</p> <p>Focused tracking of attendance of Indigenous students through CEC.</p> <p>Support and flexibility available to manage individual students' attendance to transition them back into school.</p> <p>Establishment of a Breakfast Bar for students to access academic support and breakfast.</p>	<p>Outcomes are outlined later in this report.</p>

		<p>Support for at-risk students through school based programs such as Strong, Girls With Purpose, Fit Mind and Body.</p> <p>Goal setting through PLP's as part of Titans I Can Program.</p> <p>Tracking of senior students in relation to meeting QCE requirements.</p> <p>Close links with Indigenous representatives from business and higher education sectors.</p>	
6. Systems Audit	Minimum to Sound	The school has a detailed strategy around operational excellence, which is based on direct feedback from Regional Auditors.	School currently has 'Sound' practices. Another school audit is scheduled for mid-2015.

Future outlook

The focus areas for Dalby State High School in 2015 are Attendance, Literacy and Numeracy, Year 12 Attainment, Post-School Destinations, Enrolment Growth, Student Behaviour and School Satisfaction.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	814	395	419	87%
2013	848	395	453	91%
2014	870	408	462	90%

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

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 11% of students are of an Indigenous background while 4% 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		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	23	23	24
Year 11 – Year 12	17	18	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	146	143	303
Long Suspensions - 6 to 20 days	47	73	23
Exclusions [#]	9	5	5
Cancellations of Enrolment	14	19	14

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

- **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 senior school 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 8 and 9 students participate in stable core classes where students are able to build strong relationships with their teachers. Students in Year 8, 9 and 10 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, Queensland Minerals & Energy Academy 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 8 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 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.

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 Student Behaviour Support Teachers and Heads of Department (Student Support – Junior Secondary and Senior Secondary) then manage the issues. 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	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	95%	100%	98%
this is a good school (S2035)	96%	100%	100%
their child likes being at this school* (S2001)	91%	100%	93%
their child feels safe at this school* (S2002)	100%	94%	95%
their child's learning needs are being met at this school* (S2003)	95%	100%	97%
their child is making good progress at this school* (S2004)	91%	100%	93%
teachers at this school expect their child to do his or her best* (S2005)	91%	100%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	97%
teachers at this school motivate their child to learn* (S2007)	87%	88%	93%
teachers at this school treat students fairly* (S2008)	95%	94%	95%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	91%	100%	97%
this school takes parents' opinions seriously* (S2011)	86%	100%	95%
student behaviour is well managed at this school* (S2012)	91%	88%	97%
this school looks for ways to improve* (S2013)	95%	100%	100%
this school is well maintained* (S2014)	100%	94%	98%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	92%	94%	94%
they like being at their school* (S2036)	85%	92%	87%
they feel safe at their school* (S2037)	92%	86%	90%
their teachers motivate them to learn* (S2038)	88%	86%	86%
their teachers expect them to do their best* (S2039)	96%	97%	95%
their teachers provide them with useful feedback about their school work* (S2040)	87%	92%	83%
teachers treat students fairly at their school* (S2041)	81%	71%	81%
they can talk to their teachers about their concerns* (S2042)	77%	83%	76%
their school takes students' opinions seriously* (S2043)	71%	76%	69%
student behaviour is well managed at their school* (S2044)	79%	76%	74%
their school looks for ways to improve* (S2045)	93%	92%	90%
their school is well maintained* (S2046)	91%	91%	90%
their school gives them opportunities to do interesting things* (S2047)	90%	94%	92%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		89%	96%
they feel that their school is a safe place in which to work (S2070)		94%	98%
they receive useful feedback about their work at their school (S2071)		72%	81%
students are encouraged to do their best at their school (S2072)		99%	97%
students are treated fairly at their school (S2073)		96%	95%
student behaviour is well managed at their school (S2074)		94%	90%
staff are well supported at their school (S2075)		78%	90%
their school takes staff opinions seriously (S2076)		81%	84%
their school looks for ways to improve (S2077)		95%	95%
their school is well maintained (S2078)		89%	91%
their school gives them opportunities to do interesting things (S2079)		76%	89%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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 twice yearly 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
2011-2012	879,638	3,145
2012-2013	843,739	3,754
2013-2014	420,503	14,663

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.

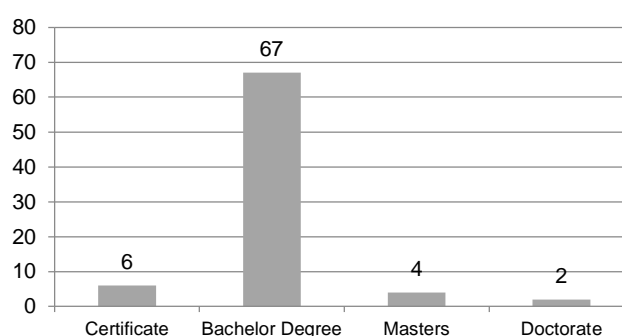
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	79	57	<5
Full-time equivalents	75	44	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	6
Bachelor Degree	67
Masters	4
Doctorate	2
Total	79



*Teaching staff includes School Leaders

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 were \$39,731.66

The major professional development initiatives are as follows:

- Literacy & Numeracy
- Preparation for the arrival of year 7 students in 2015.
- Explicit Teaching.
- Dimensions of Learning Framework.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%.

Average staff attendance	2012	2013	2014
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, 99% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

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

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

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	89%	87%	86%

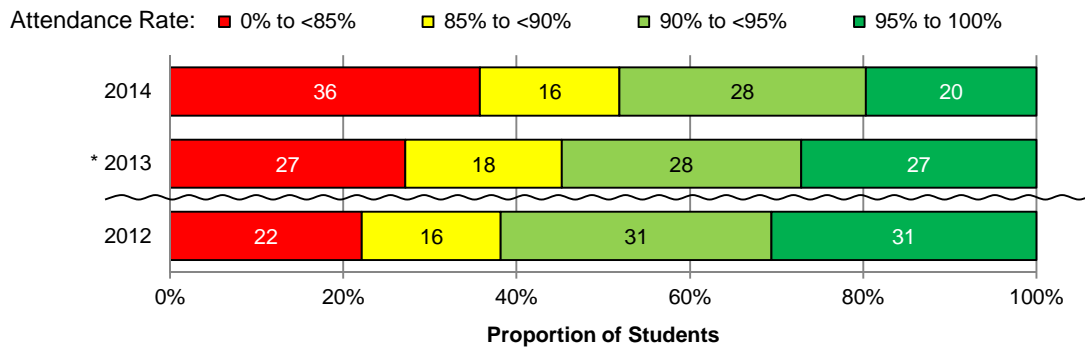
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%. An improvement in overall attendance is a significant focus for the school in 2015 and beyond.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								92%	89%	86%	89%	89%
2013								89%	87%	86%	85%	89%
2014								88%	86%	83%	85%	86%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

In 2014 the three focuses were on closing the gap in attendance and retention rates as well as improving academic outcomes. The gap in retention rates reduced significantly from the previous year - 22.9% - 5.9%. The gap in attendance rates increased marginally from the previous year - 9.6% to 9.7%. The indigenous gaps in NAPLAN increased by 4 in Reading, decreased by 2 in Writing and increased by 12 in Numeracy.

Internal and external programs and support continue to have a positive effect on attendance, self esteem and learning outcomes of our indigenous students. Partnerships with the Brisbane Broncos and Gold Coast Titans NRL Clubs are have an impact in those target areas.

Preparation was underway in 2014 for the arrival of approximately fifteen Indigenous students from remote far north Queensland, who will enrol at the school as residential students.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	76%	81%	82%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	142	120	149
Number of students awarded a Queensland Certificate of Individual Achievement.	2	0	2
Number of students receiving an Overall Position (OP)	55	54	62
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	32	25	26
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	107	90	97
Number of students awarded an Australian Qualification Framework Certificate II or above.	58	42	58
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	104	92	101
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	69%	63%	71%
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.	92%	94%	89%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	95%	87%

As at 19 February 2015. 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
2012	8	11	19	12	5
2013	9	8	17	20	0
2014	9	10	25	17	1

As at 19 February 2015. 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
2012	74	55	3
2013	68	31	14
2014	63	46	15

As at 19 February 2015. The above values exclude VISA students.

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

- Certificate I in Engineering
- Certificate I in Sport and Recreation
- Certificate I in Furnishing
- Certificate I in Manufacturing (Pathways)
- Certificate I in AgriFood Operations
- Certificate II in Agriculture
- Certificate II IN Hospitality
- Certificate II in Resources and Infrastructure Work
- Certificate II in Business
- Certificate II in Engineering
- Certificate II in Information, Digital Media and Technology

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2014 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 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.