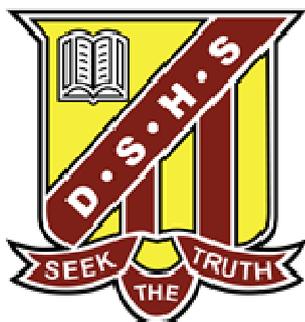


Dalby State High School (2033)

Queensland State School Reporting

2012 School Annual Report



| | |
|--------------------------------|---|
| Postal address, Phone & Fax | Nicholson Campus: PO Box 608 DALBY Q 4405 T: (07) 4669 0900 F: (07) 4662 5378 |
| | Bunya Campus: 463 Bunya Highway DALBY Q 4405 T: (07) 4660 0333 F: (07) 4662 4032 |
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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. Currently the student population is 850 students.

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 is currently underway to prepare for the arrival of year 7 students in 2015.

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.

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 2012.

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School progress towards its goals in 2012

Target:

NAPLAN performance: Year 9 performance in the National Assessment Program – Literacy & Numeracy.

Year 12 Outcomes: The outcomes achieved by the graduating class of 2012.

Readiness for National Curriculum: Continued implementation of National Curriculum and accessing any relevant professional development to support implementation.

Staff Development & Performance: Continue to improve Staff Morale through ongoing work around school communication, decision making processes and workload management.

Continuing with the rollout of the Developing Performance Framework.

Community & Staff Confidence: Continue to promote the school as a first class provider of secondary education and residential experience, through local and state media, billboards, community involvement and web.

New Campus Implementation: Implementation of dual-campus school through completion of facilities upgrade, promotion and all other associated tasks.

Outcome:

Specific outcomes are accessible later in this report.

Specific outcomes are accessible later in this report.

Teachers of year 8, 9 & 10 classes in English, Mathematics and Science have been working to implement the 'Curriculum 2 Classroom' materials (which are aligned with the National Curriculum) in 2012. This implementation has been successful and all curriculum programs in those key areas are now National Curriculum compliant.

School Opinion Survey data indicates the highest level of staff morale for many years (86.6% satisfaction level).

100% of teaching and non-teaching staff have a Developing Performance Framework plan in place.

69% of staff indicated in the School Opinion Survey that they are satisfied with access to quality professional development activities; this is a 23% improvement from 2011.

64% of staff indicated in the School Opinion Survey that they are satisfied that they receive helpful feedback on their work; this is a 27% improvement from 2011.

School Opinion Survey data indicates the highest level of parent and student satisfaction with the school for many years (see details later in this report).

Numbers of students in residence at the Bunya Campus has remained steady for the year at approximately 30, which is lower than the 40 – 70 that was targeted.

Numbers of students involved in full time Agricultural programs continues to grow.

Queensland State School Reporting

2012 School Annual Report



Improved education options for students of low socioeconomic backgrounds: Development of alternative programs in partnership with external agencies (DISCO).

Continue ongoing professional development agenda using school based programs.

Improve student attendance: Through increased case management by Year Coordinators and linking attendance rates to school reward systems. Also through developing a whole school culture where students are happier and satisfied at school and more likely to attend.

Improve the achievement, attendance and retention of indigenous students: Through the improvement of achievement, attendance and retention of Indigenous students.

Utilising Community Education Counsellor support to improve the schooling experience.

Monitoring attendance and providing required intervention.

Working with community to establish new and improved home – school partnerships.

Student support HOD continues to facilitate a wide range of programs for students. 12 students have participated in an off campus learning program with Downs Industry Schools Co-Op (DISCO).

All teaching staff have engaged in a variety of school-based professional development opportunities at staff meetings and students free days.

Whole-school attendance has improved from 88.3% to 89%.

Improvement has been evident in many students. The impact of individual students' performance has had varying impacts on whole-cohort data. Specific details are included in the 'Closing the Gap' section later in this report.

Future outlook

In 2013 the school is committed to improving performance in:

- Australian Curriculum implementation
- Whole-of-school assessment and data collection
- Instructional leadership development
- Reading
- Numeracy
- Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students
- Productive partnerships with school community stakeholders
- High quality teaching practices
- Workforce performance development
- Transition to year 7 in 2015

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Year 8 - Year 12

Total student enrolments for this school:

| | Total | Girls | Boys | Enrolment Continuity (Feb – Nov) |
|------|-------|-------|------|-------------------------------------|
| 2010 | 801 | 420 | 381 | 89% |
| 2011 | 774 | 392 | 382 | 86% |
| 2012 | 814 | 395 | 419 | 87% |

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 10% of students are of an Indigenous background while 2% 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 | | |
|-------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Prep – Year 3 | NA | NA | NA |
| Year 4 – Year 10 | 23 | 24 | 23 |
| Year 11 – Year 12 | 16 | 17 | 17 |

School Disciplinary Absences

| Disciplinary Absences | Count of Incidents | | |
|---------------------------------|--------------------|------|------|
| | 2010 | 2011 | 2012 |
| Short Suspensions - 1 to 5 days | 145 | 90 | 146 |
| Long Suspensions - 6 to 20 days | 30 | 54 | 47 |
| Exclusions | 2 | 2 | 9 |
| Cancellations of Enrolment | 2 | 5 | 14 |

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. The number of school-based apprenticeships and traineeships continues to grow, as does the number of students accessing structured work placement. 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 two key strands. The first focuses on language and communication while the second focuses on mathematics, science, engineering and technology.
- **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.

As a part of the National Schools Secondary Computer fund, all year 11 & 12 students are issued with a personal and school use laptop computer. Students have the option of taking the laptop home, with over 60% of students doing so.

Our school at a glance

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 Teacher and Head of Department (Student Support) 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

Satisfaction levels at Dalby State High School have reached the highest level in many years, in 2012 (see next page)

Our school at a glance

| Performance measure (Nationally agreed items shown*) | |
|--|-------------------|
| Percentage of parents/caregivers who agree that: | 2012 [#] |
| their child is getting a good education at school | 95.5% |
| this is a good school | 95.7% |
| their child likes being at this school* | 91.3% |
| their child feels safe at this school* | 100.0% |
| their child's learning needs are being met at this school* | 95.5% |
| their child is making good progress at this school* | 90.9% |
| teachers at this school expect their child to do his or her best* | 90.9% |
| teachers at this school provide their child with useful feedback about his or her school work* | 100.0% |
| teachers at this school motivate their child to learn* | 87.0% |
| teachers at this school treat students fairly* | 95.2% |
| they can talk to their child's teachers about their concerns* | 100.0% |
| this school works with them to support their child's learning* | 90.9% |
| this school takes parents' opinions seriously* | 85.7% |
| student behaviour is well managed at this school* | 90.9% |
| this school looks for ways to improve* | 95.2% |
| this school is well maintained* | 100.0% |

| Performance measure (Nationally agreed items shown*) | |
|---|-------------------|
| Percentage of students who agree that: | 2012 [#] |
| they are getting a good education at school | 91.9% |
| they like being at their school* | 84.7% |
| they feel safe at their school* | 91.9% |
| their teachers motivate them to learn* | 87.5% |
| their teachers expect them to do their best* | 95.5% |
| their teachers provide them with useful feedback about their school work* | 86.6% |
| teachers treat students fairly at their school* | 81.3% |

Our school at a glance

| | |
|---|-------|
| they can talk to their teachers about their concerns* | 76.6% |
| their school takes students' opinions seriously* | 70.9% |
| student behaviour is well managed at their school* | 78.6% |
| their school looks for ways to improve* | 92.9% |
| their school is well maintained* | 91.1% |
| their school gives them opportunities to do interesting things* | 90.2% |

Performance measure (Nationally agreed items shown*)

| | |
|--|-------------------|
| Percentage of school staff who agree: | 2012 [#] |
| that they have good access to quality professional development | 69.1% |
| with the individual staff morale items | 86.6% |

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

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for 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.

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.

Our school at a glance

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.

| | Environmental footprint indicators | |
|-----------|------------------------------------|----------|
| | Electricity kWh | Water kL |
| 2009-2010 | 308,683 | 3,137 |
| 2010-2011 | 315,273 | 2,620 |
| 2011-2012 | 879,638 | 3,145 |

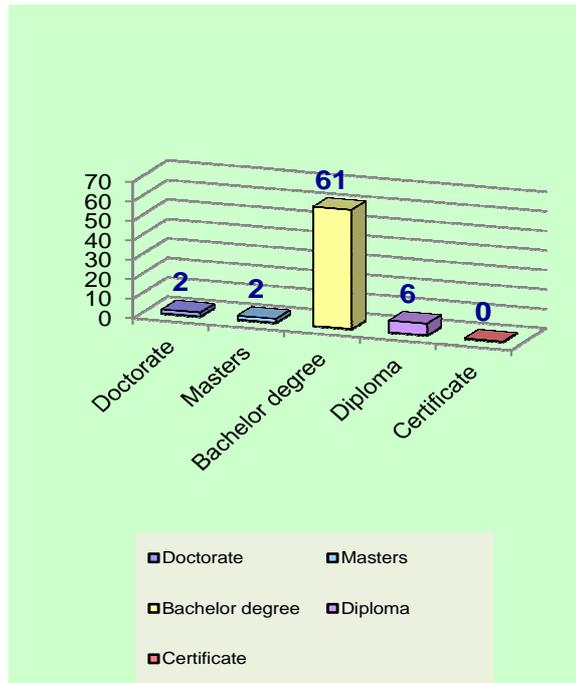
Our staff profile

Staff composition, including Indigenous staff

| 2012 Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|----------------------------|----------------|--------------------|------------------|
| Headcounts | 71 | 54 | <5 |
| Full-time equivalents | 68 | 42.1 | <5 |

Qualifications of all teachers

| Highest level of attainment | Number of classroom teachers and school leaders at the school |
|-----------------------------|---|
| Doctorate | 2 |
| Masters | 2 |
| Bachelor degree | 61 |
| Diploma | 6 |
| Certificate | 0 |



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$29,103.62.

The major professional development initiatives in 2012 were reading, feedback, Australian Curriculum, ICT implementation and the education of students from a low socio-economic status.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

| | 2010 | 2011 | 2012 |
|--|------|-------|-------|
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 96.6% | 96.9% |

Proportion of staff retained from the previous school year

From the end of the previous school year, 97.1% of staff was retained by the school for the entire 2012 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 web page.

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

Key student outcomes

| Student attendance | 2010 | 2011 | 2012 |
|---|------|------|------|
| The overall attendance rate for the students at this school (shown as a percentage). | 87% | 88% | 89% |
| The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%. | | | |

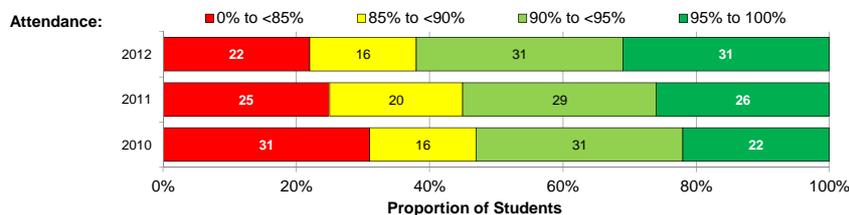
Student attendance rate for each year level (shown as a percentage)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
|------|--------|--------|--------|--------|--------|--------|--------|--------|--------|---------|---------|---------|
| 2010 | NA | 89% | 88% | 87% | 85% | 87% |
| 2011 | NA | 91% | 86% | 87% | 90% | 89% |
| 2012 | NA | 92% | 89% | 86% | 89% | 89% |

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 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 new 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.

Performance of our students

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

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 whose NAPLAN results 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 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.

Performance of our students

Achievement – Closing the Gap

In 2012 the three focuses were on closing the gap on attendance and retention rates as well as improving academic outcomes. Our enrolment numbers increased slightly due to increased numbers in Yr 8 enrolment and our retention rates improved with the percentage gap almost half of 2011 (2011- 8.7 to 2012- 4.3). Attention has been given to engaging parents more with student learning and senior pathways which is assisting with retention rates. The gap in attendance rates also improved (2011- 3.7 to 2012- 1.8), even though we still have a small percentage of chronic non-attenders. Whole school focus on academic improvement is starting to have some success, especially in our junior year levels. Internal and external programs and support continue to have a positive effect on attendance, self esteem and learning outcomes of our Indigenous students.

| Apparent retention rates Year 10 to Year 12 | 2010 | 2011 | 2012 |
|--|------|------|------|
| Year 12 student enrolment as a percentage of the Year 10 student cohort. | 79% | 78% | 76% |

| Outcomes for our Year 12 cohorts | 2010 | 2011 | 2012 |
|---|------|------|------|
| Number of students receiving a Senior Statement. | 112 | 119 | 142 |
| Number of students awarded a Queensland Certificate Individual Achievement. | 4 | 0 | 2 |
| Number of students receiving an Overall Position (OP). | 50 | 61 | 55 |
| Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT). | 27 | 24 | 32 |
| Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT). | 44 | 62 | 107 |
| Number of students awarded an Australian Qualification Framework Certificate II or above. | 18 | 43 | 58 |
| Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12. | 83 | 97 | 104 |
| 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. | 72% | 70% | 69% |
| 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. | 87% | 91% | 92% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer. | 100% | 87% | 97% |

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

Overall Position Bands (OP)

| | Number of students in each Band for OP 1 to 25. | | | | |
|------|---|---------|----------|----------|----------|
| | OP 1-5 | OP 6-10 | OP 11-15 | OP 16-20 | OP 21-25 |
| 2010 | 10 | 9 | 17 | 12 | 2 |
| 2011 | 9 | 15 | 19 | 17 | 1 |
| 2012 | 8 | 11 | 19 | 12 | 5 |

As at 2 May 2013. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

| | Number of students awarded certificates under the Australian Qualification Framework (AQF). | | |
|------|---|----------------|--------------------------|
| | Certificate I | Certificate II | Certificate III or above |
| 2010 | 15 | 15 | 4 |
| 2011 | 37 | 42 | 4 |
| 2012 | 74 | 55 | 3 |

As at 2 May 2013. The above values exclude VISA students.

Certificate 1 courses offered in 2012 included:

- Visual Arts and Contemporary Craft CUV10103
- Engineering MEM10105
- Sport and Recreation SIS10110
- Furnishing LMF10108
- Information Technology ICA10105
- Manufacturing (pathways) MSA10107

Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early 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.