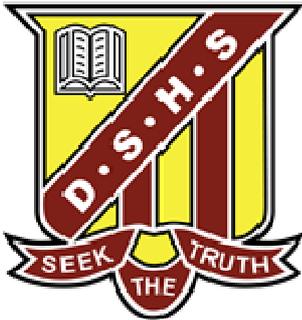


Dalby State High School

Queensland State School Reporting

2013 School Annual Report



Postal address	PO Box 608 Dalby 4405
Phone	(07) 4669 0900
Fax	(07) 4662 5378
Email	the.principal@dalbyshs.eq.edu.au
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 900 students 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 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 2013.

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School progress towards its goals in 2013

Priority:	Strategy:	Target:	Outcome:
Australian Curriculum implementation	Continue to review and align Whole School Curriculum, Assessment and Reporting Plan with QCARF and the Australian Curriculum	Relevant National Curriculum subjects implemented	English, Mathematics, Science now in its second year and SOSE (History) in its first year of implementation
Whole-of-school assessment and data collection	Review School Assessment Framework and data storage processes to ensure an elegant sufficiency of data is collected and effectively utilised	Embedded in practice	Ongoing work
Instructional leadership development	Facilitate opportunities for staff to engage in collegial interactions	Embedded in practice	Ongoing work (awaiting the release of Education Queensland's updated Developing Performance framework)
Reading	Research and adopt an approach to teaching reading	Improved NAPLAN performance: 100% (National Minimum Standard) 13% (Upper Two Bands)	93.8% 8.6%
Numeracy	Research and adopt an approach to teaching numeracy	Improved NAPLAN performance: 100% (National Minimum Standard) 13% (Upper Two Bands)	88.6% 15.8%
Closing the gap between the attendance and outcomes of Indigenous and non-Indigenous students	Seek fresh ideas and best practice in attendance, retention and transition	Close the gap in attendance to 2% Close the gap in year 12 retention to 8%	9.6% 22.9%
	Deliver Crossing Cultures/ Hidden Histories in-service programs to staff	Completed	Ongoing work (scheduled for July 2014)
Productive partnerships with school community stakeholders	Consult with the community on the achievement of improved student outcomes, targets, and strategic priorities	Year 7 Communication strategy developed and implemented Improved ways of increasing community engagement	Completed Ongoing work

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High quality teaching practices	Adopt / adapt / develop a research driven, evidence based pedagogical approach in the school which promotes school-wide high expectations and consistency of practice	Completed	Dimensions of Learning Framework being implemented 2013 – 2015
Workforce performance development	Use the Developing Performance Framework as a tool to align teacher capability development with school priorities	Embedded in practice	Ongoing work (awaiting the release of Education Queensland's updated Developing Performance framework)

Future outlook

Measures:	Standards:
Reading and Numeracy	Proportion of students in upper two bands of NAPLAN is improving Proportion of students reaching Regional Benchmarks is above 80% and improving
Post School Transitions	Attainment – 100% QCE or Vet Qualification or Traineeship/Apprenticeship Transition – Improving trend in the proportion of students engaged in further study or employment
Student Reporting, A-E Semester Data (all Year Levels), Attainment on ILSP goals (for students with unique learning needs)	Is supported by a strong moderation process Triangulates with other school data Shows an improvement trend
Student, Parent and Staff Confidence	Is equivalent to or exceeds Like Schools
Benchmark data for Indigenous students	The gap is closing in measures 1-3 (above) The gap is closing in attendance and retention
Systems Audit	Minimum to Sound

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Year 8 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity
				(Feb – Nov)
2011	774	392	382	86%
2012	814	395	419	87%
2013	848	395	453	91%

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 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		
	2011	2012	2013
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	24	23	23
Year 11 – Year 12	17	17	18

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	90	146	143
Long Suspensions - 6 to 20 days	54	47	73
Exclusions	2	9	5
Cancellations of Enrolment	5	14	19

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 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.

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 reached the highest level in many years in 2012 and have remained strong in 2013.

Performance measure (Nationally agreed items shown*)

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

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	92%	94%

Our school at a glance

they like being at their school* (S2036)	85%	92%
they feel safe at their school* (S2037)	92%	86%
their teachers motivate them to learn* (S2038)	88%	86%
their teachers expect them to do their best* (S2039)	96%	97%
their teachers provide them with useful feedback about their school work* (S2040)	87%	92%
teachers treat students fairly at their school* (S2041)	81%	71%
they can talk to their teachers about their concerns* (S2042)	77%	83%
their school takes students' opinions seriously* (S2043)	71%	76%
student behaviour is well managed at their school* (S2044)	79%	76%
their school looks for ways to improve* (S2045)	93%	92%
their school is well maintained* (S2046)	91%	91%
their school gives them opportunities to do interesting things* (S2047)	90%	94%

Performance measure

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

* 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 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.

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.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	315,273	2,620
2011-2012	879,638	3,145
2012-2013	843,739	3,754

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

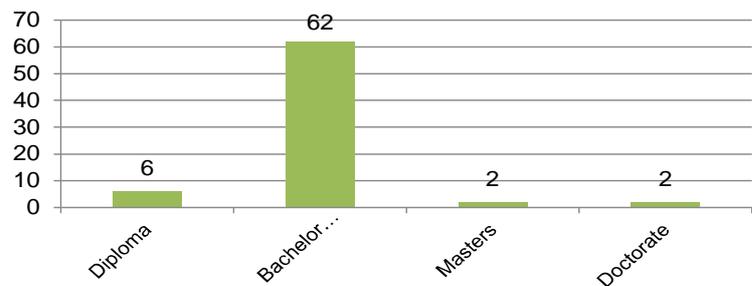
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	72	53	<5
Full-time equivalents	69	42	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Diploma	6
Bachelor Degree	62
Masters	2
Doctorate	2
Total	72



* Teaching Staff includes School Leaders

** Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$31,524.00

The major professional development initiatives are as follows:

Preparation for year 7 (Junior Secondary)

Literacy Development (Reading)

Vocational Education and Training

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Our staff profile

Average staff attendance

	2011	2012	2013
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, 91% of staff was retained by the school for the entire 2013 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.

Performance of our students

Student attendance

	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	88%	89%	87%
The overall attendance rate in 2013 for all Queensland state Secondary schools was 88%.			

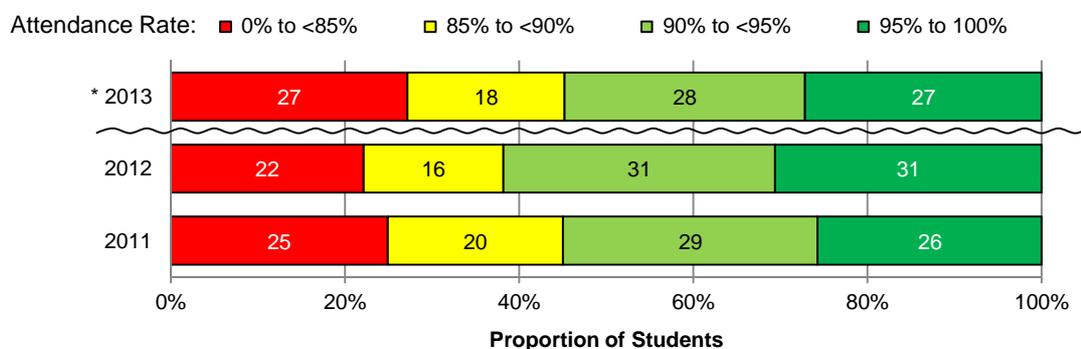
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011								91%	86%	87%	90%	89%
2012								92%	89%	86%	89%	89%
2013								89%	87%	86%	85%	89%

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 from 2013 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 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.

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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.

Achievement – Closing the Gap

In 2013 the three focuses were on closing the gap in attendance and retention rates as well as improving academic outcomes. This was a year where student movement between regional schools impacted on the successful retention of many students. This fact is reflected in our data where the school's gap in indigenous retention rose to 22.9%. The gap in attendance rates also grew from the previous year to 9.6% for many of the same reasons outlined above regarding retention. Whole school focus on academic improvement is starting to have some success, especially in our junior year levels. The indicator of this is the indigenous gap in NAPLAN which decreased by 5 in Reading, increased by 9 in Writing and decreased by an amazing 36 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. New partnerships with the Brisbane Broncos and Gold Coast Titans NRL Clubs are starting to have an impact in those target areas.

Performance of our students

Apparent retention rates Year 10 to Year 12	2011	2012	2013
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	76%	81%

Outcomes for our Year 12 cohorts	2011	2012	2013
Number of students receiving a Senior Statement.	119	142	120
Number of students awarded a Queensland Certificate Individual Achievement.	0	2	0
Number of students receiving an Overall Position (OP).	61	55	54
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	24	32	25
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	62	107	90
Number of students awarded an Australian Qualification Framework Certificate II or above.	43	58	42
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	97	104	92
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.	70%	69%	63%
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.	91%	92%	94%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	87%	97%	95%

As at 5 May 2014. The above values exclude VISA 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
2011	9	15	19	17	1
2012	8	11	19	12	5
2013	9	8	17	20	0

As at 5 May 2014. 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
2011	37	42	4

Performance of our students

2012	74	55	3
2013	68	31	14

As at 5 May 2014. The above values exclude VISA students.

Certificate 1 courses offered in 2013 included:

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

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 (2013 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 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.