

Dalby State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

Established in 1954, Dalby State High School currently has over 1,000 students, including 60 boarders. Staff at both of the school's campuses (Nicholson & Bunya) work closely together to deliver a unique learning experience to all students. Dalby State High School is recognised as one of Queensland's most innovative and progressive secondary schools. This reputation comes from a stimulating, well-ordered, safe and supportive environment, with a dynamic curriculum that produces quality student outcomes.

Dalby State High School prides itself on key signature programs including the Apollo Program for High Achievers, Trade Futures Program, Innovate Ag Program, Instrumental Music and School Musical. Students at Dalby State High School learn in a setting renewed by a \$8 Million facilities investment over the last nine years, including a Trade Training Centre, Languages Centre, Science Block upgrade, creation of a Dramatic Arts space and two new general classroom buildings.

In 2011 Dalby State High School acquired management of the former Australian Agricultural College Corporation (AACC) site as a second campus (Bunya Campus). This provided students with access to all resources and facilities at the site, including the largest school farm in Queensland, Sporting Venues, 25 Metre Swimming Pool and Educational Facilities. Another highlight has been the management of the existing residential facility, making Dalby State High School a provider of a high-quality boarding experience.

In 2018, Dalby State High School was recognized with three significant awards: Education Queensland Showcase Award for Rural and Remote Education - State Winner Dalby Chamber Business Excellence Awards - Education, Employment & Training Judge's Choice Award Dalby Chamber Business Excellence Awards - Business of the Year

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

School progress towards its goals in 2018

Priority:	Target:	Strategies used:	Outcome:
Student Attendance	Whole-School = 88% Students < 85% = 25%	<ul style="list-style-type: none"> Ongoing implementation of Positive Behaviour for Learning (PBL) Framework. Use of VIVO to rewards students for attendance, including increased points at target times. Continued dialogue with school and community regarding importance of attendance. Continued links between attendance and school rewards (Platinum Attendance Awards, school experiences, reward days). Continued case management of students with low attendance. Continued data analysis and reporting of attendance data to key staff. New Attendance and Engagement Framework for year 11 & 12 students. 	Whole-School = 87.8% Students < 85% = 31.1%
Writing	NAPLAN Year 7: 85% NMS Year 9: 85% NMS	<ul style="list-style-type: none"> Writing Improvement Strategy of DSHS (WISoD). Embed writing practice in junior curriculum delivery. 	NAPLAN Year 7: 79.6% NMS Year 9: 73.1% NMS
Reading	NAPLAN Year 7: 95% NMS Year 9: 95% NMS	<ul style="list-style-type: none"> Reading Improvement Strategy of DSHS (RISoD). Embed reading practice in junior curriculum delivery. 	NAPLAN Year 7: 91.6% NMS Year 9: 88.4% NMS

Future outlook (planning for 2019)

Priority:	Target:	Strategies used:
Student Attendance	Whole-School = 88% Students < 85% = 25%	<ul style="list-style-type: none"> • Ongoing implementation of Positive Behaviour for Learning (PBL) Framework. • Use of VIVO to rewards students for attendance, including increased points at target times. • Continued dialogue with school and community regarding importance of attendance. • Continued links between attendance and school rewards (Platinum Attendance Awards, school experiences, reward days). • Continued case management of students with low attendance. • Continued data analysis and reporting of attendance data to key staff. • Attendance and Engagement Framework for year 11 & 12 students.
Writing	NAPLAN 2019 Year 7: 87% NMS Year 9: 79.5% NMS Paragraphing (NAPLAN Score 2019) Year 7: 85% (1+/2) Year 9: 85% (1+/2)	<ul style="list-style-type: none"> • Writing Improvement Strategy of DSHS (WISoD). • Embed writing practice in junior curriculum delivery. • Additional focus strategies for 2019: <ul style="list-style-type: none"> ○ Use of cognitive verbs in the wording of classroom paragraph writing tasks ○ Modelling of topic sentences in classroom paragraph writing tasks
Reading	NAPLAN 2019 Year 7: 94% NMS Year 9: 93% NMS	<ul style="list-style-type: none"> • Reading Improvement Strategy of DSHS (RISoD). • Embed reading practice in junior curriculum delivery. • Additional focus strategies for 2019: <ul style="list-style-type: none"> ○ Explicit instruction in BDAR activities to develop inference and evaluation in reading comprehension

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1039	1039	1008
Girls	473	473	477
Boys	566	566	531
Indigenous	152	155	153
Enrolment continuity (Feb. – Nov.)	89%	91%	88%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

The vast majority of the student body come from families where parents are employed in farming, manufacturing, small business or the resources sector. Approximately 17% of students are of an Indigenous background while 8% 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	23	24	24
Year 11 – Year 12	17	17	16

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

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. Significant planning and preparation occurred in 2018 in readiness for the new Queensland Certificate of Education (QCE) in 2019. The school has two highly successful vocational programs (Innovate Ag & Trade Futures). 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 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-9/10 State Schools also enjoy a long and comprehensive transition program.
- Extension subjects: English Extension, Music Extension and access to accelerated programmes and the Headstart program cater for students who are gifted in particular areas.
- Science, Technology, Engineering and Mathematics (STEM): Strategic planning around a whole-school approach to STEM is well underway at the school.

Co-curricular activities

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

How information and communication technologies are used to assist learning

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

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

The school has implemented a Bring Your Own Device (BYOx) program in 2018 with a focus on year 7 students.

Social climate

Overview

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

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

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

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

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	95%	94%	96%
• this is a good school (S2035)	93%	94%	93%
• their child likes being at this school* (S2001)	93%	98%	92%
• their child feels safe at this school* (S2002)	98%	92%	96%
• their child's learning needs are being met at this school* (S2003)	91%	96%	85%
• their child is making good progress at this school* (S2004)	97%	92%	92%
• teachers at this school expect their child to do his or her best* (S2005)	95%	94%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	81%	88%	92%
• teachers at this school motivate their child to learn* (S2007)	86%	85%	88%
• teachers at this school treat students fairly* (S2008)	87%	89%	89%
• they can talk to their child's teachers about their concerns* (S2009)	89%	88%	92%
• this school works with them to support their child's learning* (S2010)	81%	90%	93%
• this school takes parents' opinions seriously* (S2011)	81%	83%	89%
• student behaviour is well managed at this school* (S2012)	78%	77%	74%
• this school looks for ways to improve* (S2013)	94%	94%	89%
• this school is well maintained* (S2014)	95%	94%	100%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	89%	94%
• they like being at their school* (S2036)	94%	86%	83%
• they feel safe at their school* (S2037)	94%	89%	92%
• their teachers motivate them to learn* (S2038)	92%	81%	83%
• their teachers expect them to do their best* (S2039)	98%	98%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	89%	88%
• teachers treat students fairly at their school* (S2041)	83%	77%	73%
• they can talk to their teachers about their concerns* (S2042)	78%	73%	76%
• their school takes students' opinions seriously* (S2043)	83%	80%	79%
• student behaviour is well managed at their school* (S2044)	84%	72%	74%
• their school looks for ways to improve* (S2045)	96%	93%	95%
• their school is well maintained* (S2046)	92%	90%	91%
• their school gives them opportunities to do interesting things* (S2047)	94%	90%	92%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	92%	91%	95%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	98%
• they receive useful feedback about their work at their school (S2071)	78%	83%	86%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	71%	90%	89%
• students are encouraged to do their best at their school (S2072)	99%	95%	98%
• students are treated fairly at their school (S2073)	96%	92%	95%
• student behaviour is well managed at their school (S2074)	87%	74%	84%
• staff are well supported at their school (S2075)	88%	70%	86%
• their school takes staff opinions seriously (S2076)	86%	72%	92%
• their school looks for ways to improve (S2077)	99%	95%	98%
• their school is well maintained (S2078)	96%	92%	98%
• their school gives them opportunities to do interesting things (S2079)	91%	90%	96%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

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

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

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

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

Respectful relationships education programs

The school has developed and implemented a series of programs and approaches that focus on appropriate, respectful and healthy relationships. These include:

- Years 7-9 have a strong Anti-Bullying focus within Pastoral Care programs.
- Each year level has a particular focus:
 - Year 7 (New Beginnings and Getting to Know Me: Identity, adolescence, healthy bodies and where I come from).
 - Year 8 (Choices and Relationships: Looking after myself, positive relationships, my body and making choices).
 - Year 9 (Responsibility: I'm responsible for me, social responsibility, ethics and health).
- *Love Bites* program for Year 10s
- *Rage* programs for selected year 7-9 students.
- *No Limits* and *Shine* programs for selected year 7-9 girls.
- Annual involvement in *White Ribbon Day* recognition activities.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	254	304	320
Long suspensions – 11 to 20 days	14	17	24
Exclusions	13	10	7
Cancellations of enrolment	20	16	9

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

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

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	468,797	1,082,625	408,886
Water (kL)	10,230	44,590	9,877

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	95	76	<5
Full-time equivalents	90	56	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	3
Graduate Diploma etc.*	38
Bachelor degree	48
Certificate	5

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

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$66,602.27.

The major professional development initiatives are as follows:

1. New Queensland Certificate of Education (QCE) Implementation.
2. Reading and writing improvement strategies.
3. Classroom engagement and behaviour support strategies.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	88%	88%
Attendance rate for Indigenous** students at this school	81%	83%	81%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

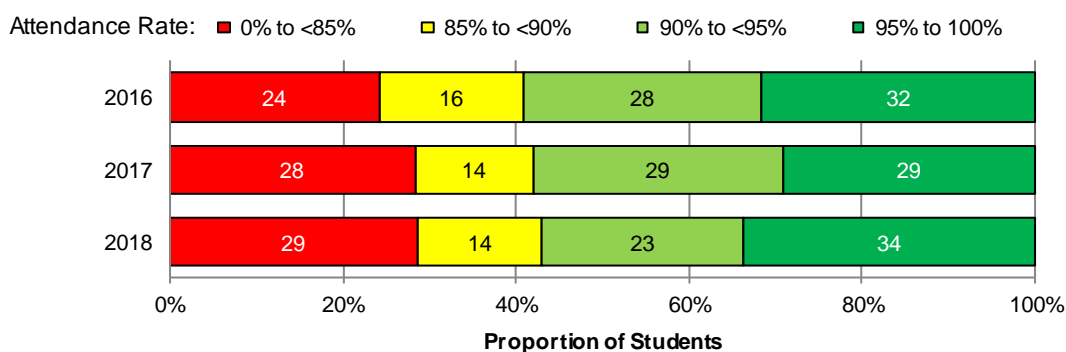
Year level	2016	2017	2018
Year 7	91%	90%	90%
Year 8	90%	88%	88%
Year 9	87%	86%	88%
Year 10	88%	87%	85%
Year 11	88%	86%	86%
Year 12	89%	89%	90%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll](#)

[Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

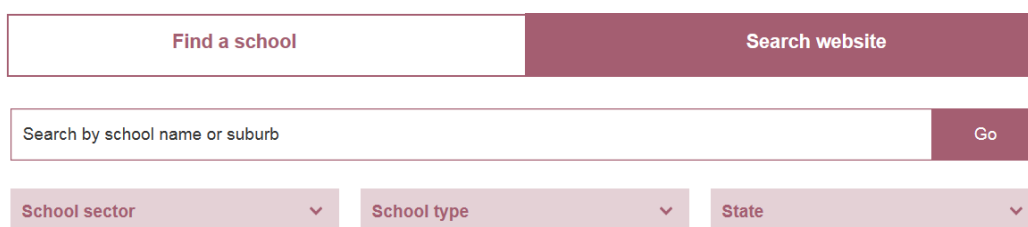
The school uses the electronic IDATTEND system to record and monitor student absences. Members of the school office staff, administration team, guidance officer and year coordinators work together to monitor student absences and support students who are having difficulties in attending school. A full-time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

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'NAPLAN' to access the school NAPLAN information.



Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	135	175	139
Number of students awarded a QCIA	1	5	5

Description	2016	2017	2018
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	125	166	134
Percentage of Indigenous students awarded a QCE or QCIA at the end of Year 12	100%	95%	100%
Number of students who received an OP	39	60	48
Percentage of Indigenous students who received an OP	0%	11%	0%
Number of students awarded one or more VET qualifications (including SAT)	84	109	97
Number of students awarded a VET Certificate II or above	73	81	91
Number of students who were completing/continuing a SAT	21	21	25
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	74%	73%	71%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	95%	95%	98%
Percentage of QTAC applicants who received a tertiary offer.	97%	98%	95%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	6	12	6
6-10	11	18	17
11-15	12	14	11
16-20	10	14	11
21-25	0	2	3

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	39	62	26
Certificate II	68	78	90
Certificate III or above	5	7	5

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

The following Vocational Certificates were completed by students in 2018:

- MEM10105 - CERTIFICATE I IN ENGINEERING
- MEM20105 - CERTIFICATE II IN ENGINEERING
- MEM20413 - CERTIFICATE II IN ENGINEERING PATHWAYS
- MSM10216 - CERTIFICATE I IN MANUFACTURING (PATHWAYS)
- MSM20216 - CERTIFICATE II IN MANUFACTURING TECHNOLOGY
- MEM30305 - CERTIFICATE III ENGINEERING- FABRICATION TRADE
- MEM30205 - CERTIFICATE III ENGINEERING- MECHANICAL TRADE
- AUR30612 - CERTIFICATE III LIGHT VEHICLE- MECHANICAL TECH
- PMA20116 - CERTIFICATE II PROCESS PLANT OPERATIONS
- AHC20110 - CERTIFICATE II AGRICULTURE
- AHC21216 - CERTIFICATE II IN RURAL OPERATIONS
- BSB30415 - CERTIFICATE III BUSINESS ADMINISTRATION

- BSB20115 - CERTIFICATE II BUSINESS
- CHC30712 - CERTIFICATE III CHILD CARE
- SIH30111 - CERTIFICATE III HAIR DRESSER
- SIR20116 - CERTIFICATE II COMMUNITY PHARMACY
- SIR20216 - CERTIFICATE RETAIL SERVICES
- RGR30108 - CERTIFICATE III RACING (TRACKRIDER)
- ACM40412 - CERTIFICATE IV VETERINARY NURSING
- SIT20116 - CERTIFICATE II IN TOURISM
- SIT20207 - CERTIFICATE II HOSPITALITY
- SIS20213 - CERTIFICATE II OUTDOOR RECREATION
- HLT23215 - CERTIFICATE II HEALTH SUPPORT SERVICES
- AUR30416 - CERTIFICATE III AGRICULTURE MECHANICAL TECHNOLOGY
- SHB20116 - CERTIFICATE II IN RETAIL COSMETICS
- SIH20111 - CERTIFICATE II IN SALON ASSISTANT

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	71%	85%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	36%	76%	61%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

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

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at:

https://dalbyshs.eq.edu.au/Supportandresources/Formsanddocuments/Documents/2033_DalbyStateHighSchool_NextStep2018_Detailed.pdf