Dalby State High School

ANNUAL REPORT
2019

Queensland State School Reporting

Every student succeeding
State Schools Improvement 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 70 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 Agriculture Program, Sporting Excellence 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 eight 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.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2019	Year 7 - Year 12

Characteristics of the student body

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2017	2018	2019
Total	1039	1008	987
Girls	473	477	464
Boys	566	531	523
Indigenous	155	153	160
Enrolment continuity (Feb. – Nov.)	91%	88%	90%

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 2019, there were no students enrolled in a pre-Prep program.

Average class sizes

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

Phase of schooling	2017	2018	2019
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	23
Year 11 – Year 12	17	16	15

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 implementation

The P–12 curriculum, assessment and reporting framework specifies the curriculum, assessment and reporting requirements for all Queensland state schools' principals and staff delivering the curriculum from Prep to Year 12. Further information on school implementation of the framework is available at https://education.qld.gov.au/curriculum/stages-of-schooling/p-12.

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.

A new Science, Technology, Engineering and Mathematics (STEM) academy is set to launch in 2020.

Extra-curricular activities

Queensland state schools provide a wide range of subjects and extra curricula activities such as sport, art, music and school camps. Further information can be found here https://www.qld.gov.au/education/schools/information/programs.

Some specific examples include:

- 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 (ICT) are an important part of contemporary schooling. The Australian Curriculum includes ICTs as a general capability across all learning areas, as well as Digital Technologies as a specific learning area. Further information on models used by schools to assist learning is available at https://education.qld.gov.au/parents-and-carers/school-information/student-ict-device-programs/one-to-one-models.

Information and Communication Technologies are utilised across the Dalby State High School 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 implemented a Bring Your Own Device (BYOx) program in 2018.

Social climate

Overview

Each Queensland state school develops and enacts policies to support an integrated approach to behaviour, learning and teaching.

Our Student Code of Conduct is our school's behaviour policy, with information about school rules, consequences and processes for addressing bullying and the use of technology. A copy of this is available on our school website.

Further information is also available at https://www.qld.gov.au/education/schools/health.

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, Heads of Year, 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 State High School.

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:	2017	2018	2019
• their child is getting a good education at school (S2016)	94%	96%	96%
• this is a good school (S2035)	94%	93%	88%
• their child likes being at this school* (S2001)	98%	92%	84%
• their child feels safe at this school* (S2002)	92%	96%	85%
• their child's learning needs are being met at this school* (S2003)	96%	85%	86%
• their child is making good progress at this school* (S2004)	92%	92%	88%
• teachers at this school expect their child to do his or her best* (S2005)	94%	94%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	92%	85%
• teachers at this school motivate their child to learn* (S2007)	85%	88%	85%
• teachers at this school treat students fairly* (S2008)	89%	89%	77%
• they can talk to their child's teachers about their concerns* (S2009)	88%	92%	92%
• this school works with them to support their child's learning* (S2010)	90%	93%	88%
• this school takes parents' opinions seriously* (S2011)	83%	89%	77%
• student behaviour is well managed at this school* (S2012)	77%	74%	63%
• this school looks for ways to improve* (S2013)	94%	89%	90%
• this school is well maintained* (S2014)	94%	100%	88%

* 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:	2017	2018	2019
• they are getting a good education at school (S2048)	89%	94%	96%
• they like being at their school* (S2036)	86%	83%	91%
• they feel safe at their school* (S2037)	89%	92%	87%
• their teachers motivate them to learn* (S2038)	81%	83%	85%
• their teachers expect them to do their best* (S2039)	98%	96%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	88%	84%

Percentage of students who agree# that:	2017	2018	2019
• teachers treat students fairly at their school* (S2041)	77%	73%	77%
• they can talk to their teachers about their concerns* (S2042)	73%	76%	69%
• their school takes students' opinions seriously* (S2043)	80%	79%	72%
• student behaviour is well managed at their school* (S2044)	72%	74%	68%
• their school looks for ways to improve* (S2045)	93%	95%	93%
• their school is well maintained* (S2046)	90%	91%	89%
• their school gives them opportunities to do interesting things* (S2047)	90%	92%	89%

* 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:	2017	2018	2019
• they enjoy working at their school (S2069)	91%	95%	94%
• they feel that their school is a safe place in which to work (S2070)	97%	98%	95%
• they receive useful feedback about their work at their school (S2071)	83%	86%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	89%	88%
• students are encouraged to do their best at their school (S2072)	95%	98%	97%
• students are treated fairly at their school (S2073)	92%	95%	96%
• student behaviour is well managed at their school (S2074)	74%	84%	86%
• staff are well supported at their school (S2075)	70%	86%	87%
• their school takes staff opinions seriously (S2076)	72%	92%	89%
• their school looks for ways to improve (S2077)	95%	98%	96%
• their school is well maintained (S2078)	92%	98%	96%
• their school gives them opportunities to do interesting things (S2079)	90%	96%	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.

Parent and community engagement

Our approach to engaging with parents and the community is aligned to the departments Parent and community engagement framework. The framework helps students, schools, parents and the community to work together to maximise student learning and wellbeing. Research shows parent and community engagement that is effectively focused on student learning can deliver powerful outcomes. Further information is available at https://education.qld.gov.au/parents-and-carers/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

Our school has implemented the Respectful relationships education program (RREP) as part of the broad multi-departmental Queensland Government approach to ending domestic and family violence.

The RREP is a Prep to Year 12 prevention program that focuses on influencing behavioural change to build a culture based on equality and respect in our students, staff, parents and wider community, Students are provided opportunities to explore social and emotional learning in self-awareness, self-management, social awareness, relationships, ethics, values, social norms, gender roles, stereotypes, human rights, risk and responsible decision-making. A growing body of evidence shows that social and emotional learning of this nature leads to:

- improved social and emotional skills, self-concept, bonding to school and classroom behaviour

- less disruptive classroom behaviour, aggression, bullying and delinquent acts

- reduced emotional distress such as depression, stress or social withdrawal.

Further information is available at https://education.qld.gov.au/curriculum/stages-of-schooling/respectful-relationships

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:
  o Year 7 (New Beginnings and Getting to Know Me: Identity, adolescence, healthy bodies and where I come from).
  o Year 8 (Choices and Relationships: Looking after myself, positive relationships, my body and making choices).
  o 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.

School disciplinary absences

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

Type of school disciplinary absence	2017	2018	2019
Short suspensions – 1 to 10 days	304	320	357
Long suspensions – 11 to 20 days	17	24	37
Exclusions	10	7	2
Cancellations of enrolment	16	9	10

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

Environmental education has been a feature of Queensland schools for more than 30 years. In many schools it has been creatively and proactively incorporated into the curriculum in each phase of learning, and is also reflected in the school's facilities and in the actions of its principals, teachers and students.

Table 7: Environmental footprint indicators for this school

Utility category	2016–2017	2017–2018	2018–2019
Electricity (kWh)	1,082,625	408,886	992,733
Water (kL)	44,590	9,877	23,471

Note:

Consumption data is compiled from sources including ERM, Ergon, CS Energy 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.

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.

Search by school name or suburb	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

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	96	77	5
Full-time equivalents	90	58	<5

*Teaching staff includes School Leaders.

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

Workforce composition

Qualification of all teachers

The Queensland College of Teachers (QCT) is responsible for ensuring that teaching in Queensland schools in performed by an appropriately qualified person, that has successfully completed either -

(a) a four-year initial teacher education program including teacher education studies of at least one year (e.g. a Bachelor of Education, or a double Bachelor degree in Science and Teaching) or

(b) a one-year graduate initial teacher education program following a degree (e.g. a one-year Graduate Diploma of Education (Secondary) after a three-year Bachelor degree) or

(c) another course of teacher education that the QCT is reasonably satisfied is the equivalent of (a) or (b). These are considered on a case-by-case basis.

For more information, please refer to the following links

- https://cdn.qct.edu.au/pdf/Policy_Teacher_registration_eligibility_requirements
- https://www.qct.edu.au/registration/qualifications

Professional development

Teacher participation in professional development

Queensland state schools undertake 5 staff professional development days (25 hours) throughout the year:

- 2 days at the end of the summer holidays (fixed)
- 2 days during the Easter holidays (flexible)
- 1 day in the third last week of Term 3 (fixed) on the student free day.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2017	2018	2019
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87% of staff were retained by the school for the entire 2019.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2019 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	2017	2018	2019
Overall attendance rate* for students at this school	88%	88%	87%
Attendance rate for Indigenous** students at this school	83%	81%	78%

* 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	2017	2018	2019
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

Year level	2017	2018	2019
Year 7	90%	90%	89%
Year 8	88%	88%	85%
Year 9	86%	88%	85%
Year 10	87%	85%	87%
Year 11	86%	86%	88%
Year 12	89%	90%	88%

Notes:
1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2017	28	14	29	29
2018	29	14	23	34
2019	30	13	23	34

Proportion of Students
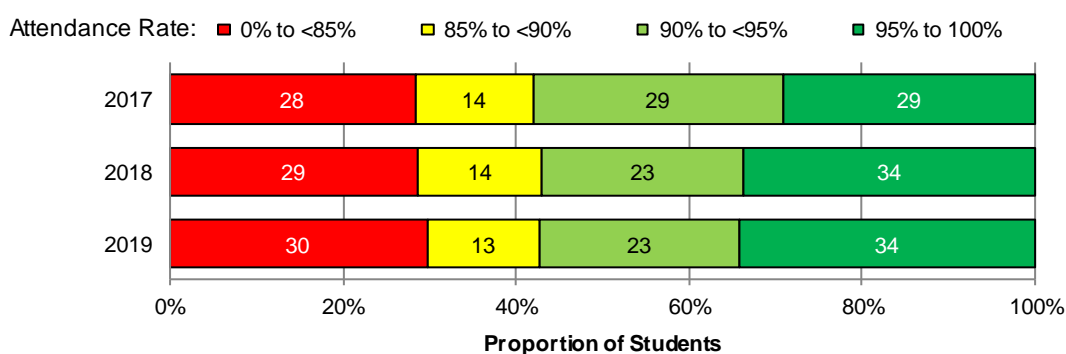
Description of how this school manages non-attendance

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.

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.

Search by school name or suburb	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 'NAPLAN' to access the school NAPLAN information.

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

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	2017	2018	2019
Number of students who received a Senior Statement	175	139	96
Number of students awarded a QCIA	5	5	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	166	134	94
Percentage of Indigenous students awarded a QCE at the end of Year 12	95%	89%	86%
Number of students who received an OP	60	48	36
Percentage of Indigenous students who received an OP	11%	0%	0%
Number of students awarded one or more VET qualifications (including SbAT)	109	97	54
Number of students awarded a VET Certificate II or above	81	91	53
Number of students who were completing/continuing a SbAT	21	25	9
Number of students awarded an IBD	0	0	0

Description	2017	2018	2019
Percentage of OP/IBD eligible students with OP 1–15 or an IBD	73%	71%	83%
Percentage of Year 12 students who were completing or completed a SbAT or were awarded one or more of the following: QCE, IBD, VET qualification	95%	98%	99%
Percentage of QTAC applicants who received a tertiary offer.	98%	95%	100%

Notes:

- The values above:
  - are as at 05 February 2020
  - 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	2017	2018	2019
1-5	12	6	4
6-10	18	17	14
11-15	14	11	12
16-20	14	11	6
21-25	2	3	0

Note:

The values in table 14:

- are as at 05 February 2020

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2017	2018	2019
Certificate I	62	26	2
Certificate II	78	90	53
Certificate III or above	7	5	5

Note:

The values in table 15:

- are as at 05 February 2020

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Apparent retention rate – Year 10 to Year 12

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

Description	2017	2018	2019
Year 12 student enrolment as a percentage of the Year 10 student cohort	85%	85%	77%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	76%	61%	35%

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.

Schools work closely with a range of external agencies to support students who left school early.

Our Principal, Deputy Principal, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

Next Step — Post-school destinations

The results of the 2020 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2019), will be uploaded to this school's website in September 2020.

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.