Dysart 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

Dysart State High School was established in 1979 on Queensland's Central Highlands. A part of the rich coal mining region in the Bowen Basin, the school has developed very strong relationships with the local mining industry. Catering for students from Years 7 to 12, Dysart is proud of its reputation of delivering student outcomes, resulting in 100% of students achieving desired pathways at the completion of Year 12 since 2004. The school was recognised in the Showcase Awards in 2008, receiving the Excellence in Industry or Community Partnerships Award. A member of the Queensland Minerals and Energy Academy, Dysart State High School hosts cluster events such as the MINE Camp designed to encourage students to take up university studies in mining related fields. This, coupled with a very strong focus on VET subjects, allows us to offer a broad range of learning experiences. Our mission, to promote academic achievement and active citizenship in a climate of tolerance and responsibility, together with our strong community relations and a focus on our school values of respect, honesty, cooperation, trust and responsibility, ensures that the individual needs of all students are catered for by the teachers.

Dysart State High School's mission statement is: "Learning and achieving through respect, responsibility and resilience to optimise results."

School progress towards its goals in 2018

Improvement Priority One Writing
Strategy: Through a focused and explicit approach towards all Key Learning Areas, students will consistently demonstrate improved outcomes.

Strategy: Teaching staff undertake a variety of Professional Development within Writing and Reading to build skill and capacity in this area followed by a plan of implementation into classroom practice.

- Conduct explicit teaching of writing skills focussing on sentence and paragraph structure.

- Provide support for all teachers to understand the writing demands with the Australian curriculum.

- Provide PD in the use of GTMJs in C2C to ensure consistency of judgement in all faculties with a focus on Writing.

- Master Teacher to develop an appropriate intervention timetable to assist teachers and students to improve Writing skills.

- Provide PD and support for implementation to teachers and teacher aides in Writing – sentence and paragraph structure and vocabulary using STRIVE model.

- Provide PD and support for implementation to teachers and teacher aides in Reading comprehension strategies including reciprocal teaching.

- Provide PD in data literacy with the assistance of the PEO, School Improvement.

- Embed the practice of high expectations by moving a greater number of students into the Upper Two Bands.

Improvement Priority Two School Culture
Strategy: Create an inclusive culture of engaging learning that improves wellbeing and achievement, values diversity and responds to student needs and interests.

Strategy: Develop understanding of wellbeing through consultation and collaboration with all stakeholders.

- Embed the implementation of schools' vision and values and Pedagogical framework through the implementation of ongoing PD, providing support and tracking progress.

- Undertake a formal collaboration process with all stakeholders to address wellbeing of whole school.

- Continue the implementation of weekly wellbeing lessons and adjust according to school priorities.

Strategy: Ensure a consistent implementation of school processes across the whole school.

- Engage an experienced practitioner to provide PD on ESCMs and Classroom Profiling.

- Continue the implementation of the PBL program through scheduled meetings and timetabled lessons.

- Monitor at-risk students and provide individual case management plans where required.

- Implement a mentoring and induction program for new and beginning teachers.

- Embed the practice of catering for differentiation within teacher planning.

- Embed a culture of professional observations through mentors and collegial coaches to upskill staff in providing feedback.

- Provide opportunities for students to identify their intended learning options through new QCE system implementation.

The success of 2018 include:

Continued work to develop a consistent whole school approach to the literacy strategies. First stage was to ensure all staff are aware of the literacy demands of their subjects and that these are identified and tracked across the three junior secondary classes. All of this information has been captured in the whole school curriculum map.

- The issues currently being experienced in this area include ensuring all staff are engaged with the explicit teaching of literacy, in particular Maths and technology areas, that all teachers are competent, capable and confident to explicitly teach the whole school literacy elements, including spelling, vocabulary and genres.
- Other issues include the high turnover of staff in both teaching positions eg 12 mth position of Master Teacher came to an end. New staff were appointed during 2018 of which many were beginning teachers who are also teaching outside of their main curriculum area.

Re-culturing and setting High expectations in relation to behaviour, attendance and learning/teaching. Review and implementation of Responsible Behaviour Plan and raising the bar for students to lower behaviour data for non-compliance and engagement in learning activities. Building staff capability in essential skills in classroom management, implementation of coaching/mentoring program with the inclusion of support teachers into the human resource allocation. Workplace reforms and refining duties amongst middle management.

- Issues in relation to staff recruitment and retention during 2018 with the transient nature of the Central Qld have resulted in the school being understaffed for the duration of the year. The impact of this is felt within our staffing model and creates an issue with our internal relief system. The problem then becomes clearly evident when staff are absent or require replacement due to professional development or other release situations. A timetable review was carried out to maximise our internal relief system.
- School opinion survey showed an increase in parent/community and staff satisfaction within many areas that were measured.

Future outlook

The school will continue to focus on these two improvement agendas in 2019 with the inclusion of two new agendas. These agendas along with target are identified as:

- Improvement Priority 1. Whole School Literacy Plan
    - o 85% of students receiving 'C' or above in moderated assessment.
    - o Improve students' literacy through the provision of a whole school literacy plan
    - o Tracking of staff capability and confidence around unpacking literacy demands and explicit teaching of literacy via staff survey

- Improvement Priority 2. Culture that promotes learning
    - o Increased confidence in state school education in the community
    - o Increase in the percentage of parents satisfied that behaviour is managed consistently (SOS)
    - o Increase in the percentage of staff satisfied with work life balance (SOS)
    - o Increase in the percentage of students who feel safe at school (SOS)
    - o Student Attendance Rates aim for 92%
    - o Improve behaviour management evidence through SOS, data on One school and qualitative feedback

- Improvement Priority 3. Align the teaching, assessing and reporting of the Australian Curriculum
    - o 85% of students receiving 'C' or above in moderated assessment.
    - o Tracking of staff capability and confidence around curriculum framework, year level plans, unit plans via staff survey
    - o Tracking of staff capability and confidence around inclusion and differentiation processes via staff survey

- Improvement Priority 4. Implement and monitor the use of a pedagogical framework
    - o A collaboratively prepared visible document which is referred to as part of the teaching and learning framework

- o Classroom observations and walkthroughs show effective pedagogical practices and engaged learning
- o Staff capability with pedagogical practices as per school opinion survey and qualitative data
- o Implementation of effective pedagogical practices will result in improved student academic outcomes and a reduction in the number of incidents recorded in relation to behaviour management.

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	172	176	162
Girls	91	88	80
Boys	81	88	82
Indigenous	18	18	15
Enrolment continuity (Feb. – Nov.)	93%	92%	83%

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

Dysart State High School students predominately come from Dysart State School. Approximately 10%of students come from an Indigenous background. The majority of students have at least one family member employed directly in the mining industry. As a result this does create some transience given the nature of the downturn in the mining industry. The majority of students reside within the town and are easily able to attend extra-curricular activities provided after school.

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	21	15	15
Year 11 – Year 12	16	15	13

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

At Dysart State High School, every student is given the opportunity to succeed in their chosen avenue of study whether it be academic or vocational. The Trade Training Centre allows a range of Vocational certificates to be delivered. Certificate courses include:

☐ Certificates I and II in Business
☐ Certificate I and II in Information Design and Technology
☐ Certificate II in Engineering Pathways
☐ Certificate I and II in Hospitality
☐ Certificate II in Workplace Practices
☐ Certificate II in Sport and Recreation

Students pursuing University pathways have the opportunity to study a range of Authority subjects including English, Mathematics A and B, Biology, Legal Studies and BCT, or study via distance education if courses are not offered at the school.
The school is also in partnership with Central Queensland University to deliver Certificate II in Engineering Pathways in our Trade Training Facility.
All senior students have the opportunity to complete a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA). From Year 10, students are able to engage in a school-based traineeship or apprenticeship.
The Australian Curriculum is delivered across Year 7 to 10 in English, Mathematics, Science, History and Geography. Students also study Health and Physical Education and electives from the Arts and Technology areas.

Co-curricular activities

Students are encouraged to participate in extra curricula activities some of which gain credit towards their spectrum of engagement reward program. Activities include:

- Engineering challenges
- QMEA activities including MINT camps
- Interschool Sport
- Year Level Camps
- James Cook University Trip
- Central Highlands Regional sport
- Rostrum public Speaking competition
- Shake and Stir theatre performances
- Forensic Science workshops
- Mock Interviews with local industry
- NAIDOC week activities
- GRIP Leadership programs

How information and communication technologies are used to assist learning

In 2018, the school maintained a one to one device ratio for students, enabling them to access computers every lesson, every day.
There has also been a continual commitment to upskill staff in the use of ICTs in their classrooms.
ICTs are used for interactive learning, research, note-taking and calculations. A variety of programs are used including the Microsoft Office, Photoshop and web based applications. Students used the learning place and e-learn virtual classrooms to enhance their learning in a self-paced environment. Students in Learning Support/Special Education utilise iPad programs to facilitate their learning. A wireless internet exists throughout the school.

Social climate

Overview

Dysart State High School has regular Care lessons at the beginning of each day. Whole School Assembly is held every Tuesday during period 2 wellbeing lessons.
The Junior, Middle and Senior Year Level Coordinators monitor the wellbeing of students in their year levels. The Student Services team including the Year Level Coordinators, Principal, Head of Departments, Chaplain, Youth Support Worker and Guidance Officer who meet each week to case manage students and organize wellbeing activities. In 2018, the school had a Guidance Officer (2 day per week) and a Chaplain (2 days per week). These people combine to offer student services across the week. They offer a range of programs to target self-esteem, self-confidence and career development.
Being a small school, individual case management of students is a priority. Aspects such as bullying are targeted through the school approach of disclosure being encouraged, with appropriate action taken promptly. The targeted use of transition programs, student mentoring and the new wellbeing programs in Year 7, 8 and 9 are designed to continue to work on our social climate.
Mock interviews with Years 10 – 12 are completed with industry assistance. These interviews, with a range of other strategies, provide the social requirements for students to gain apprenticeships or traineeships with local industry and beyond.

In 2018, a strong focus was placed on building a positive culture within the school through wellbeing programs. The Stymie program continued to be used to allow students to anonymously report incidents of harm/bullying to the school. The program educates students on how to use social media and gives them advice on how to manage this.

School Opinion Survey results from Parent, Student and Staff data indicated a concern for the management of student behaviour in the school given the large turnover of staff from the previous year being replaced with graduate teachers. In response to this, the Responsible Behaviour Plan for students was reviewed and modified in consultation with community including parents and staff. Professional development for staff also occurred in Essential Skills for Classroom Management.

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)	78%	57%	62%
• this is a good school (S2035)	61%	43%	62%
• their child likes being at this school* (S2001)	94%	60%	77%
• their child feels safe at this school* (S2002)	83%	70%	62%
• their child's learning needs are being met at this school* (S2003)	71%	60%	77%
• their child is making good progress at this school* (S2004)	89%	60%	69%
• teachers at this school expect their child to do his or her best* (S2005)	100%	76%	85%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	63%	69%
• teachers at this school motivate their child to learn* (S2007)	78%	57%	77%
• teachers at this school treat students fairly* (S2008)	78%	45%	62%
• they can talk to their child's teachers about their concerns* (S2009)	100%	70%	85%
• this school works with them to support their child's learning* (S2010)	94%	60%	77%
• this school takes parents' opinions seriously* (S2011)	76%	57%	77%
• student behaviour is well managed at this school* (S2012)	56%	33%	46%
• this school looks for ways to improve* (S2013)	94%	57%	77%
• this school is well maintained* (S2014)	89%	70%	91%

* 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)	87%	78%	60%
• they like being at their school* (S2036)	82%	78%	57%
• they feel safe at their school* (S2037)	89%	77%	65%
• their teachers motivate them to learn* (S2038)	92%	88%	74%
• their teachers expect them to do their best* (S2039)	97%	95%	88%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	85%	75%
• teachers treat students fairly at their school* (S2041)	76%	57%	49%
• they can talk to their teachers about their concerns* (S2042)	81%	78%	49%

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)	78%	57%	48%
• student behaviour is well managed at their school* (S2044)	62%	46%	41%
• their school looks for ways to improve* (S2045)	88%	82%	63%
• their school is well maintained* (S2046)	86%	87%	53%
• their school gives them opportunities to do interesting things* (S2047)	84%	85%	59%

* 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)	100%	94%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	88%
• they receive useful feedback about their work at their school (S2071)	90%	93%	92%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	79%	93%	79%
• students are encouraged to do their best at their school (S2072)	97%	90%	96%
• students are treated fairly at their school (S2073)	93%	76%	100%
• student behaviour is well managed at their school (S2074)	79%	38%	79%
• staff are well supported at their school (S2075)	93%	74%	92%
• their school takes staff opinions seriously (S2076)	93%	73%	92%
• their school looks for ways to improve (S2077)	100%	94%	96%
• their school is well maintained (S2078)	90%	93%	88%
• their school gives them opportunities to do interesting things (S2079)	100%	97%	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

Parent teacher interviews are conducted in Terms 2 & 3. Parents are invited to contact the school and make special appointments at any time to discuss their child's needs and progress. A fortnightly newsletter is produced and issued via email to all families. The school has a Facebook page to publish good news stories.

Parents are involved in Senior Education Training (SET) Plan interviews with staff in Year 10 to plan a course of study for Year 11 and 12. These interviews are done by appointment and focus on the progress of the student and how the school can assist the students to achieve their goals.

Information evenings are conducted for Year 7, 8 and 9 parents along with Subject Selection evenings for Year 9 and 10 students. A transition program for Year 6 students is developed in consultation with Dysart Primary school and this includes transitions days and information evenings for prospective parents.

P&C meetings are conducted each month. The P&C raises funding for the school and they are consulted as part of decision making processes in the school. Parents also volunteer time to assist with student transport, sporting events and setting up activities in the school.

Year 12 parents are heavily involved in the Year 12 Valedictory through fund raising and the organisation for the evening.

Parents of students with special needs are consulted through the ICP (Individual Curriculum Plan) process and/or the ISP (Individual Support Plan) process. The school supports the learning of a diverse range of students through individualized programs, adjusted or

modified curriculum, and additional support from teacher aides or small group withdrawal with a specialist teacher. Dysart State High School values all students and acknowledges that all students are able to learn.

Respectful relationships education programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Aspects of this program are delivered through the Health and Physical Education curriculum along with wellbeing programs and events such as Bullying No Way and RU OK.   The school and support team work extensively with organisations such as Kids Helpline, Headspace and community organisations such as Moranbah District Support services to develop proactive programs to increase awareness of respectful relationships.   Several teachers and support staff are trained in delivering programs such as Rock and Water to students who are at risk or disengaging or who require additional support to develop effective peer relationships.

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	32	32	76
Long suspensions – 11 to 20 days	0	2	1
Exclusions	0	0	0
Cancellations of enrolment	0	0	2

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

At all times efforts are made to reduce the use of resources, to be energy efficient and minimise waste. To do this the use of air conditioners is restricted during the cooler months, a controlled watering system is in place and lights are turned off when classrooms are not in use.

Teachers are encouraged to use digital resources such as the learning place and other online courses, in particular the Certificate courses, to minimise paper wastage. Staff and students are restricted in the quantities of printing they are able to do through the use of print management software. We use recycling services for all print cartridges.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	191,757	487,136	112,819
Water (kL)		40	5,560

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.
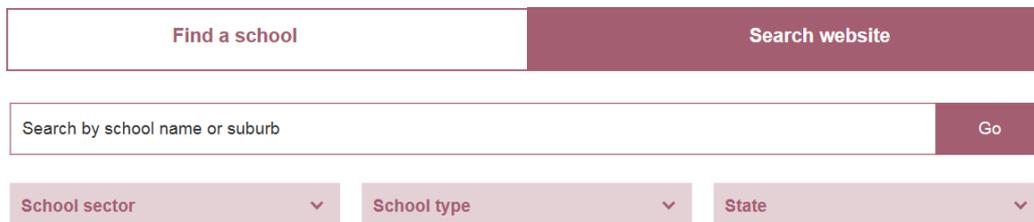
Find a school	Search website

Search by school name or suburb	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	19	20	<5
Full-time equivalents	18	13	<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	0
Masters	2
Graduate Diploma etc.*	9
Bachelor degree	24
Diploma	2
Certificate	2

*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 $ 11372.00

The major professional development initiatives are as follows:

- SATE and QCE information from QCAA (New Senior system of education), cluster moderation and planning meetings
- Curriculum planning for unit plans, year levels plan and whole school curriculum plan
- Essential skills in classroom management
- Advanced profiler training for staff to be able to coach other staff in essential skills in classroom management.
- Positive behaviour for learning initiatives
- Workplace health and safety
- Design and digital technologies for ACARA, C2C and new SATE syllabus documents
- Mentoring beginning teachers
- Literacy and reading comprehension initiatives
- Guidance officer and health and wellbeing initiatives
- Explicit instruction, pedagogical framework

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	2018	2018
Staff attendance for permanent and temporary staff and school leaders.	98%	97%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% 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	92%	91%	88%
Attendance rate for Indigenous** students at this school	90%	89%	90%

* 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	93%	96%	89%
Year 8	91%	90%	92%
Year 9	89%	87%	91%
Year 10	93%	89%	85%
Year 11	92%	90%	88%
Year 12	90%	93%	85%

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%
2016	17	15	30	39
2017	20	16	25	39
2018	27	17	28	28

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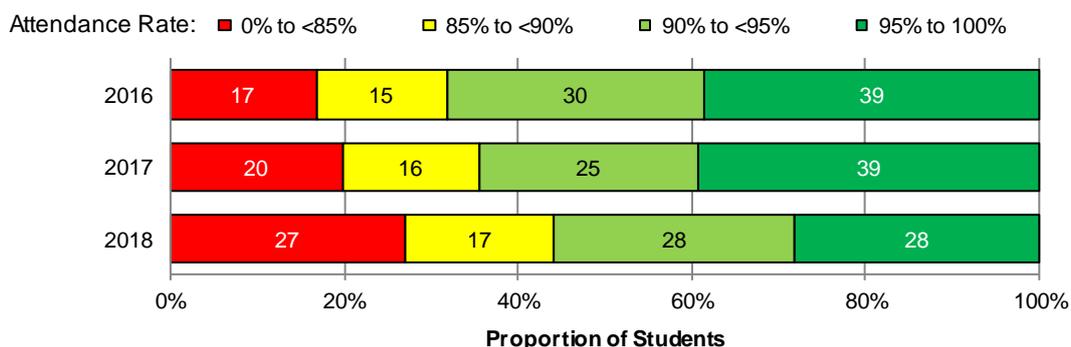
Description of how this school manages non-attendance

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.

Non-attendance is managed in state schools in line with the 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.

The attendance roll is marked each morning at 8.30am in Care class. The rolls are then marked for each period through the day through ID Attend. An absence notification is sent to parents whose child was absent from Care. Parents are able to text back and notify the school of the reason for their child's absence. Discrepancies in roll marking are highlighted through the day to ensure every student is in class.

Year Level Coordinators with the support of a teacher aide, track attendance data. Student attendance is discussed weekly at Briefing meetings. It is the Care teacher's responsibility to call home and discuss a student's attendance issues. Students will ongoing attendance issues are then referred to the Year Level Coordinators. Parents/carers of students attending <85% receive absence notification letters and meet with the principal to make a plan to support increasing the school attendance of their child. Letters of Compulsory Attendance are forwarded to parents as directed by DET Policy.

A weekly briefing is held with all teaching staff where attendance is discussed, in relation to individual students, individual care classes and year levels. Care teachers follow up with conversations with individual students. Each care class's particular attendance is published to all teaching staff on a weekly basis.

Each fortnight letters are sent home for parents/carers to provide reasons for unexplained absences where a note, phone call or text has not been received by the school to explain their child's absence.

Exemplary attendance is recognised and rewarded through the Spectrum of Engagement and at Presentation Evening. The school publically tracks attendance, with a noticeboard at the front of the school and regular updates in the school newsletter and at P&C meetings.

A dedicated teacher aide position was created at the end of 2017 to specifically track attendance, communicate regularly with parents and follow up with individual students to improve their attendance. EQ policies and information such as performance dashboard, enforcement of attendance process and cancellation of enrolment process are applied where appropriate

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.

	Find a school	Search website

Search by school name or suburb	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 '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	2016	2017	2018
Number of students who received a Senior Statement	19	27	23
Number of students awarded a QCIA	1	2	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	17	25	21
Percentage of Indigenous students awarded a QCE at the end of Year 12	0%	100%	100%
Number of students who received an OP	3	12	4
Percentage of Indigenous students who received an OP	0%	50%	33%
Number of students awarded one or more VET qualifications (including SAT)	18	27	21
Number of students awarded a VET Certificate II or above	18	27	21
Number of students who were completing/continuing a SAT	2	4	6
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	100%	92%	0%
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%	100%	91%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	33%

Description	2016	2017	2018

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	1	1	0
6-10	0	2	0
11-15	2	8	0
16-20	0	1	4
21-25	0	0	0

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	15	25	21
Certificate II	18	27	21
Certificate III or above	0	1	3

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).

By the end of 2018 students successfully achieved the following certificates:
☐ Certificates I and II in Business
☐ Certificate I and II in Information Design and Technology
☐ Certificate I in Construction
☐ Certificate II in Engineering Pathways
☐ Certificate I and II in Hospitality
☐ Certificate II in Workplace Practices

All students graduate with either a Certificate I or Certificate II. Given the proximity to the mining industry which includes trade based pathways as well as hospitality pathways at the campsites, most students pursue vocational training in the Certificate II in Engineering or Certificate II in Hospitality. In addition to this a number of students obtained school based traineeship programs in the Business industry, specifically Certificate III in Business Administration and complimented this with completing a Certificate II in Business while at school. The Certificate I in Construction was ceased in 2018 due to the inability to secure a teacher who was able to meet all of the requirements of the Construction certificate.

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	74%	73%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		100%	150%

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.

Early leavers from Dysart State High School are predominantly caused by families leaving the area due to lack of employment and the downturn in the mining industry. The school ensures smooth transitions by promptly sending student achievement data through to their receiving school. The school makes a concerted effort to track students to ensure they have enrolled in their next school before they are exited from the school enrolment numbers. Other students who leave prior to completing Year 12, generally become engaged in employment based training. A small number of students gain employment before completing Year 12. Most students gain employment in local businesses or mining related industries.

For early school leavers the youth engagement team based in regional office are involved to ensure that pathways for these students are developed. The school works closely with local employers to ensure that school based traineeships, apprenticeships and work experience arrangements are in place so that students are actively earning or learning once they reach the age of post compulsory schooling.

A small number of students have had their enrolment cancelled due to continued non-participate in their program of study. Our guidance officers and youth engagement team, including our youth support worker engage with these students to offer community training, work experience and employment opportunities.

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
http://www.dysartshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx