Dysart State High School

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

Contact Information

Postal address:	PO Box 186 Dysart 4745
Phone:	(07) 4941 1888
Fax:	(07) 4941 1800
Email:	principal@dysartshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the *My School* website and the Queensland Government data website.
Contact Person:	Anna Reeves 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 MINT (Make It Now In Trade) Camp designed to encourage students to take up apprenticeships in mining related trades. 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.

Principal's Forward

Introduction

Our school is strongly committed to providing quality learning opportunities that enable our students to achieve within a safe, supportive environment through our values of Respect, Responsibility and Resilience. These three pillars are the foundation of our interactions both within the school and the wider community. A key component of our school is the "Service Commitment". It commits us to ensuring every student who participates in their education here will achieve either:

- An apprenticeship or traineeship
- An OP score that will allow them to enter their chosen University course or further study
- Or gain fulltime employment at the completion of Year 12.

I am pleased to present an overview of our 2016 school year. From this report you will see the high importance the school had placed on building the wellbeing of students and staff throughout the year due to a large turnover of teaching staff at the end of 2015.

This report will be shared with the school community through a staff meeting, P&C meeting, posted on the school website and notification on the school newsletter.

School Progress towards its goals in 2016

Priority 1   **Improving Student achievement**

Writing

- The Master teacher delivered professional development to support teachers in giving specific feedback using NAPLAN writing Criteria
- Three staff were trained in Seven Steps to Writing

Increasing Achievement in English Mathematics and Science

- Greater that 85% achievement was achieved across all three subjects in Years 7 and 10
- Two additional teacher aides were employed to support Literacy and Numeracy
- Professional development was delivered to teachers by Eric Frangenheim to build teacher skills in using Higher Order Thinking Skills

Quality Teaching

- Beginning Teachers supported by networking with Clermont Beginning Teachers
- Staff Professional Development on Pedagogical Framework – Dimensions of Teaching and Learning and Essential Skills for Classroom Management

Priority 2   Wellbeing – Attendance, Behaviour, Staff and Student Resilience

Attendance Strategy

- Additional Teacher Aide time provided to track student attendance
- Attendance data at 89% at the end of Semester 2 fell below 92% target

Staff and Student Resilience

- Significant professional development on the Learning and Wellbeing Framework occurred through the year including introducing Stymie (harm notifications) and Rogue and Rouge presentations. Wellbeing program was designed for 2017 with dedicated lesson time within the curriculum.
- 100% of staff enjoy working at the school
- 94% of Parents said their child likes being at school

Future Outlook

For 2017, the school will continue its focus on the priority areas of Improving Student Achievement and Wellbeing – Attendance, Behaviour, Staff and Student Resilience.

Improvement Priority	Targets	Actions
Improve Student Achievement	To increase the percentage of students achieving in the U2B in Writing	Implement the Impact Centre Just Write Program with Yr 7 – 9 students
	Increase the percentage of students achieving C or greater in English, Mathematics and Science in Yrs 7 – 10.	Provide professional development to teachers of English, Maths and Science to unpack the Australian Curriculum and Curriculum in to the Classroom materials and identify the literacy demands for each unit.
		Professional development for teachers and teacher aides to deliver Reading Link, Accelerated Reader and BKSB programs
Wellbeing – Attendance, Behaviour, Staff and Student Resilience	Increase school attendance to 92% Decrease the percentage of students attending <85%	Case management of at risk students by Youth Support Officer and Senior Pathways officer.
	Creating a culture that promotes learning	Implement the Positive Behaviour for Learning Framework
		Review the Responsible Behaviour Plan for Students
	Build staff capacity	Engage an Education Consultant to build leadership capacity and enhance school performance.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2016: Year 7 - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	133	66	67	5	82%
2015*	158	79	79	11	91%
2016	172	91	81	18	93%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

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
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	16	19	21
Year 11 – Year 12	13	11	16

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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 I in Construction
- Certificate II in Engineering Pathways
- Certificate I and II in Hospitality

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 also offers Authority registered subjects including Recreation, Social and Community Studies and Media Arts in Practice.

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. Japanese is taught in Year 7 and 8. 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 to gain credit towards their spectrum of engagement reward program. Activities include:

- Engineering challenges
- QMEA activities and MINT Camp
- Arts Expo
- Interschool Sport
- Year Level Camps
- James Cook University Trip
- Rostrum public Speaking competition

How Information and Communication Technologies are used to Assist Learning
In 2016, 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 range, Dreamweaver, Flash, Paint, Photoshop and web based applications. Students in Learning Support/Special Education utilise iPad programs to facilitate their learning.

A wireless internet exists throughout the school after an extension to the Administration building in 2016.

Social Climate

Overview
Dysart State High School has regular Care lessons at the beginning of each day. Whole School Assembly alternates with Year Level Parades each Monday in Care time.

The Junior and Senior Year Level Coordinators monitor the wellbeing of students in their year levels. The Student Services team including the Year Level Coordinators, Principal, School Based Health Nurse, Chaplain and Guidance Officer meet regularly each week to case manage students and organize wellbeing activities. In 2016, the school had a School Based Health Nurse (1 day per week), a Guidance Officer (1 day per week) and a Chaplain (3 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 2016, a strong focus was placed on building a positive culture within the school through wellbeing programs. Stymie (Rachel Downie) was introduced to allow students to anonymously report incidents of harm/bullying to the school. Rachel also spoke on the issues students faced with social media and gave them advice on how to manage this. Nicole Gibson from Rogue and Rouge along with African Drummers presented to all year levels to support student wellbeing. A camp was held with the Senior Boys and Male Teachers as a consequence of the wellbeing focus.

School Opinion Survey results from Parent, Student and Staff data indicated a concern for the management of student behavior in the school given the large turnover of staff from the previous year being replaced with graduate teachers. In response to this, the Positive Behaviour for Learning Framework is being implemented in 2017 along with a review of the Responsible Behaviour Plan for Students. Professional development for staff will also occur in Essential Skills for Classroom Management.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	75%	100%	78%
this is a good school (S2035)	81%	86%	61%
their child likes being at this school* (S2001)	88%	71%	94%
their child feels safe at this school* (S2002)	75%	100%	83%
their child's learning needs are being met at this school* (S2003)	75%	86%	71%
their child is making good progress at this school* (S2004)	81%	86%	89%
teachers at this school expect their child to do his or her best* (S2005)	100%	86%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	100%	88%
teachers at this school motivate their child to learn* (S2007)	94%	86%	78%
teachers at this school treat students fairly* (S2008)	50%	57%	78%
they can talk to their child's teachers about their concerns* (S2009)	94%	100%	100%
this school works with them to support their child's learning* (S2010)	93%	86%	94%
this school takes parents' opinions seriously* (S2011)	87%	100%	76%
student behaviour is well managed at this school* (S2012)	63%	71%	56%
this school looks for ways to improve* (S2013)	80%	100%	94%
this school is well maintained* (S2014)	93%	100%	89%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	89%	87%
they like being at their school* (S2036)	88%	72%	82%
they feel safe at their school* (S2037)	93%	91%	89%
their teachers motivate them to learn* (S2038)	92%	92%	92%
their teachers expect them to do their best* (S2039)	99%	94%	97%
their teachers provide them with useful feedback about their school work* (S2040)	96%	88%	88%
teachers treat students fairly at their school* (S2041)	87%	75%	76%
they can talk to their teachers about their concerns* (S2042)	87%	81%	81%
their school takes students' opinions seriously* (S2043)	83%	78%	78%
student behaviour is well managed at their school* (S2044)	78%	76%	62%
their school looks for ways to improve* (S2045)	97%	94%	88%
their school is well maintained* (S2046)	97%	88%	86%
their school gives them opportunities to do interesting things* (S2047)	92%	85%	84%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	**2014**	**2015**	**2016**
they enjoy working at their school (S2069)	100%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	96%	96%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	93%	79%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	96%	93%
student behaviour is well managed at their school (S2074)	100%	89%	79%
staff are well supported at their school (S2075)	100%	100%	93%
their school takes staff opinions seriously (S2076)	96%	100%	93%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	96%	90%
their school gives them opportunities to do interesting things (S2079)	100%	100%	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.

Parent and community engagement

Parent teacher interviews are conducted in Terms 2, 3 and 4. 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.

Parents are involved in personal SET Plan interviews with staff across Years 10, 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 Yr 9 and 10 students.

P&C meetings are conducted each month. The P&C raises significant 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, 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 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.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	34	31	32
Long Suspensions – 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	2	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	51,034	0
2014-2015	140,757	
2015-2016	191,757	

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

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 http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**

Find a school

| School name | GO |

| Suburb, town or postcode |

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	19	17	0
Full-time Equivalents	18	11	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	18
Diploma	
Certificate	

*Teaching staff includes School Leaders
**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 2016 were $30000.

The major professional development initiatives are as follows:

- Seven Steps to Writing PD for English teachers
- Beginning Teacher Mentoring Workshop – joint PD with Clermont SHS
- Wellbeing PD – Rachel Downie from Stymie and Nicole Gibson from Rogue and Rouge
- Eric Frangenheim – Higher order Thinking Skills
- Cert IV TAE Training

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	99%	98%	98%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 75% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	93%	91%	90%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

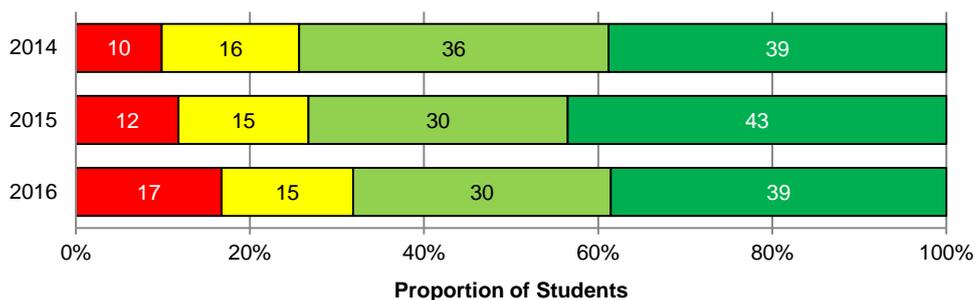| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									92%	93%	92%	91%	93%
2015								91%	94%	92%	92%	92%	93%
2016								93%	91%	89%	93%	92%	90%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution
The proportions of students by attendance range:

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%
2014	10	16	36	39
2015	12	15	30	43
2016	17	15	30	39

Proportion of Students

Description of how non-attendance is managed by the school
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 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

Queensland
Government

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.

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 recognized 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.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	24	15	19
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	1
Number of students receiving an Overall Position (OP)	4	1	3
Percentage of Indigenous students receiving an Overall Position (OP)		0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4	4	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	24	14	18

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students awarded an Australian Qualification Framework Certificate II or above.	24	14	18
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	22	14	17
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	0%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	100%	100%	100%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	93%	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	0	2	2	0	0
2015	0	0	1	0	0
2016	1	0	2	0	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	21	24	3
2015	13	14	3
2016	15	18	0

As at 3rd February 2017. The above values exclude VISA students.

By the end of 2016 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

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	69%	52%	74%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%	300%	

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.dysartshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to 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.

Conclusion

2016 was a year of building Wellbeing structures into the school. 2017 will see a strong focus on creating a learning culture through implementing the Positive Behaviour for Learning Framework to boost academic achievement.

Queensland
Government