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(07) 4992 8600

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Webpages  
Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.

Contact Person  
Mr John Adie, Principal

Principal’s foreword

Introduction

Biloela State High School is focussed on providing Quality Futures for all its students. We provide quality student learning through quality teaching and leadership, based on quality relationships with each other and our school community within quality learning environments.

Biloela is a well-resourced school with excellent community facilities. Employment comes from a range of industry areas from agriculture to power generation to the resources sector and strong local supporting industries. Our school is strongly supported by the local community including work experience placements, school based apprenticeships and traineeships, support from service organisations, close links to TAFE, Gladstone Area Group Apprentices Limited, Private Education Providers and Central Queensland University, a partnership with the Queensland Minerals & Energy Academy and the sponsorship and donation of livestock for our agriculture department.

Welcome to a great community school.

It is with a great deal of pleasure I present the Biloela State High School Annual Report for 2012. A printed copy of this report is available through our school office.

School progress towards its goals in 2012

- Develop embedded systems that ensure Teachers at Biloela State High School Know, Reward and Cater for the Learning Needs of the full range of learners in the school in order to improve student learning outcomes.
  
  We have developed these systems that ensure Teachers at Biloela State High School Know, Reward and Cater for the Learning Needs of the full range of learners in the school to improve student learning outcomes. We access and regularly update a range of data in our “Knowing Our Learners” Spread Sheets for each Year level. We instituted a review of our student progress mid-way each term placing them on our traffic lights with Green indicating positive progress towards goals, Yellow flagging concerns and Red warning the student is at risk. Teachers have trialled using these Traffic Lights to provide targeted interventions for their learners, both in our curriculum classes and in our focussed literacy/numeracy classes – Skills for Success (S4S).

- In classrooms, every day, every lesson, cater for and extend the top half of the class for both Senior and Junior Students.
  
  In Years 8 to 10 we have set the foundations in place for our new ACE classes. Students have applied to be in these extension classes following a rigorous application process and they will be implemented in 2013 with higher order thinking and active learning being the order of the day in English, Maths and Science.

- Investigate improvements in the use of Digital Pedagogies for learning for students, both at school and at home using web-based learning and our new take-home laptop program initiative focussed on enhancing student outcomes.
  
  We have been investigating improvements in the use of Digital Pedagogies for learning for students, both at school and at home using web-based learning and our new take-home laptop program initiative focussed on enhancing student outcomes. Students use Microsoft OneNote to organise their learning and are encouraged to access appropriate web-based resources to enhance their learning. We will focus on this work again in 2013 as we move into the second year of this program.
• Begin investigations into quality Junior Secondary education reforms in preparation for the movement of Year 7 students to the High School in 2015 to ensure improved student outcomes.
We have begun clearly outlining our quality Junior Secondary education reforms in preparation for the movement of Year 7 students to the High School in 2015 to ensure improved student outcomes. We are developing a distinct identity for our students in the junior school with the junior uniform and clearly identified playground areas. We are focussing our teaching at the level of our students with grouping for extending learning as well as for targeted literacy and numeracy support in the junior school. We are putting into place our plans to involve parents in setting our directions and developing new approaches to student leadership including parent information in our newsletters as well as parent information sessions at school.
• Develop accountable systems that ensure a range of Senior School Pathways are supporting quality futures for Senior High School Students to ensure students leave this school with certification related towards their preferred futures.
We have clearly accountable systems that ensure a range of Senior School Pathways are supporting quality futures for Senior High School Students to ensure students leave this school with certification related towards their preferred futures. Data is collected on Year 11 and 12 student achievement and targeted interventions begun by the Principal and Deputy Principal, Senior Schooling, have been productive in improving student outcomes. Once again, Biloela State High School was recognised as a leading rural school for our consistently high OP achievement in bands 1 to 15 in the Courier Mail in 2012.
• Build Positive Team work across the school workforce to promote collaborative action.
We have focussed on building Positive Team work across the school workforce to promote collaborative action through participation with the Pacific Institute which will continue into 2013. Improvements have been visible in our staff opinion survey and in increased positive interactions across our school.

Future outlook
In 2013, we are focussing on three key initiatives: Explicit Teaching with a focus on embedding Anderson’s Taxonomy to enhance quality questioning techniques and extending students with higher order thinking opportunities; Differentiating learning opportunities for the range of learners in our classrooms; and ensuring we Know Our learners developing targets for student achievement and tracking student progress using our Traffic Lights process each term.

We are also developing the following:
• Quality Positive Futures Focus – Q5: Quality Learning, Quality Teaching, Quality Leadership, Quality Relationships and Quality Learning Environments
• Explicit Instruction
In every classroom, every lesson, every day with a Clear focus on Reading, Writing including spelling, grammar & punctuation and a focus on Quality Science Instruction
• Junior Secondary
Different and improved pedagogy, knowing high young people think and learn
• Senior School Pathways
Continuing our high student achievement in both OP and Vocational pathways
• Knowing, Rewarding and Catering for our Learners – Traffic Lights
Data that informs improved learning and teaching. Clear focus on “Closing the Gap” aiming at improved Retention, Attainment and Transitions at key junctures for all learners
• Digital Pedagogies
Enhancing learning using whiteboards, laptops, data loggers, web resources and other digital learning tools
• Better Behaviour, Better Learning
A focus on our Responsible Behaviour Plan and focussed Responsive Behaviour Improvement Plans
• Building Positive Teamwork
Team and individual action on improving our school culture
  • An Achievement Culture – set challenging but realistic goals, develop focussed plans, solutions focussed problem solving
  • A Self-Actuallising Culture – value creativity, quality over quantity, value task accomplishment and individual growth.
  • A Humanistic–Encouraging Culture – participative and person-centred management, staff are expected to be supportive, constructive and open to influence in dealing with each other
  • An Affiliative Culture – high priority on constructive interpersonal relationships, open communication, cooperation and effective coordination of activities
  • Quality Induction Programs – for all new, contract and probationary teachers as well as regular annual refresher training
• Continue Implementation of the Australian Curriculum
Implement the History Curriculum and consolidate curriculum in English, Maths and Science
• Develop a Whole-School Curriculum, Assessment and Reporting Plan
Develop a coherent plan that informs our school community of our Quality Learning Plan
• Teaching and Learning Audit
Strengthen our Quality Teaching and Learning systems through focussed review facilitated by the Teacher and Learning Auditor
School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Year 8 - Year 12
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>542</td>
<td>272</td>
<td>270</td>
<td>92%</td>
</tr>
<tr>
<td>2011</td>
<td>546</td>
<td>283</td>
<td>263</td>
<td>91%</td>
</tr>
<tr>
<td>2012</td>
<td>511</td>
<td>266</td>
<td>245</td>
<td>89%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:
The school has a student population with almost an equal number of boys and girls. Our student gender ratio is quite consistent. We have a small percentage (2 %) of ATSI students and approximately 5 % of our population are ESL – students who have English as a second language. Our Special Needs Faculty caters for approximately 5% of students. A significant number of students come from the surrounding rural areas of Biloela. Parents are employed in a wide variety of fields from Agricultural and Mining, Energy production, to the associated support areas of retail, household trades, hospitality, medical and education.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Year 8 – Year 10</td>
<td>19</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>14</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

Biloela State High School has updated its Responsible Behaviour Plan in 2012. The school has focused on ensuring classrooms are safe and secure learning environments ensuring students have a clear knowledge of expected behaviours and enforcing these expectations.

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>52</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Curriculum offerings

Our distinctive curriculum offerings include a dynamic Agricultural Science program which includes study in the senior subject, Agricultural Science and a Certificate III level course which are supported by a well-resourced Agricultural area. (Our Cattle Team members have again won a number of Grand Champion prizes in 2012 building on their classroom learning at a number of local shows).

A number of Year 10, 11 and 12 students take the opportunity to complete University courses available through COU and USQ. Central Queensland University has once again strongly supported our Year 10 students assisting them to participate in a three day University Experience program. The program was extended to provide the Heroes Journey experience for our Year 8 students.

The school has an active School-based Apprenticeship and Traineeship program with a number of Year 10 to 12 students currently involved in these off-site courses. Work experience is available for Year 10 and 11 students during class time and it is available to all students over 14 during holiday periods. This has been strongly taken up by our students as they prepare to transition into the workforce.

Biloela State High School continues well established links with the Brisbane School of Distance Education completing a range of OP level courses and these students are very well supported by our Resource Centre staff.

Our strong focus on Vocational Education has seen a significant number of students completing Certificate II and III level courses in 2012.

There is a close partnership with CQ TAFE and the Gladstone Area Group Apprentices (GAGAL) to cater for students to prepare for vocational pathways and this sees a number of students completing courses of one/two day(s) duration off campus at these facilities in Biloela.

Extra curricula activities:

- Our School Sporting program sees Biloela SHS compete against Gladstone/Tannum Sands based schools in the Port Curtis District competition for both Interschool and Representative sport. We have had a large number of Age Champions in Athletics and Cross Country in 2012.

- Biloela has a strong Instrumental Music program. The instrumental music teacher is based at our school two days per week. Students can be involved in a number of school bands with many school-based and community performances.

- The Biloela Arts Showcase promotes The Arts at our school through an art show of students’ work and dramatic, musical and singing performances by students. Students performed their 2012 musical, “Escape to Neverland” to full houses and great reviews. This musical was written and Directed by our school staff members.

- Our school’s Cattle Team competes in the local Callide Valley Show as well as other shows in CQ – winning prizes across a number of categories.

- Biloela’s fantastic gifted students compete in a range of competitions. Our Optiminds team has been very successful in recent years, including being State Champions in 2009 and 2010 with an international trip to New Zealand. In 2011, one Year 10 student came 4th in Queensland in the University of Queensland Brain Bee Competition. In 2012, 5 students made it to the State Finals of Brain Bee which was an outstanding achievement. Our high quality students participate in Lions Youth of the Year. A number of our High Level Learners participate in Australian Competitions winning a number of High Distinction Awards. One Year 9 student won the Gold Medal for the highest result for the Australian Writing Competition.

- Our Student Council conducts several fundraising appeals including Relay for Life, Red Shield Appeal, Rotary Interact Fundraising and Bandanna Day.

How Information and Communication Technologies are used to assist learning

The school increased its ICT resources in 2012 with the introduction of a student laptop program for students in Year 9. As well there were pods of laptops available for other students in three additional learning spaces to cater for our continuing expansion of ICT based learning. To complement these resources, the school has a full wireless ICT network.

The school has 18 interactive white boards and these are installed in classrooms ensuring that all students in Maths, English have 100% access to enhance the implementation of the Australian Curriculum. All classes in the school enjoy access to these 21st Century learning devices. Teachers have completed both external and school-based training in the use of these ICT resources increasing the number of ICT Certificate Holders to 85% of teaching staff. 4 Staff have achieved their Digital Pedagogical Licenses.

The school has a number of computer laboratories and mini labs throughout the school campus that are used across the entire school curriculum. The school Resource Centre ICT resources are also used extensively by students as part of their studies. Students use ICT for Internet based research activities, assignment and assessment production, spread sheet and database applications as well as a range of curriculum specific software packages. Resource Centre computer resources are also used extensively to support School of Distance Education Subjects.
ICT is an integral part of syllabus delivery in Health & Physical Education program with the use of fitness and human movement analysis software.

Some students in Year 10 and Year 12 completed a Certificate I in Information Technology through Central Queensland Institute of TAFE. Through our relationship with CQIT, this is completed on our campus and can contribute two points to the students’ Queensland Certificate of Education.

**Social climate**

Biloela State High School has a full time school chaplain who plans and implements student development programs such as *Strength* (targeting Yr9 boys) and *Girls With A Purpose* (targeting Yr10 girls).

Teachers hold Year Level Coordinator positions and they act in a student welfare capacity.

Biloela State High School does not tolerate bullying in any form. The school policy outlines four clear steps that students, parents and the school can take together to address concerns of bullying. The policy also outlines four key points for those who see bullying happen. We encourage students to engage positively with their learning.

Our Student Support Team meet weekly to discuss and case manage students. They have embed a values-based active social skills development program into all school camps with outdoor-based learning programs for targeted students to develop leadership as well as improved coping and social skills.

The Biloela State High School playground is organised with defined areas for each year level and our behaviour records support the low incidence of problems in the playground.

**Student Opinion Survey Results for 2012:**

<table>
<thead>
<tr>
<th>Question</th>
<th>Biloela SHS %</th>
<th>Like Schools %</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like being at my school</td>
<td>86.0</td>
<td>85.9</td>
</tr>
<tr>
<td>I Feel Safe at my school</td>
<td>95.8</td>
<td>92.2</td>
</tr>
</tbody>
</table>

**Parent, student and staff satisfaction with the school**

Parents continue to be very satisfied with the work of the school. Anecdotal comments match the Parent survey results with very high numbers of parents being extremely supportive of the school’s explicit improvement agenda and the way in which it supports students in their learning.

There have been enhancements to the school surroundings with installation of Shade Structures and reprinting/carpeting of a number of rooms as well as the installation of interactive whiteboards. Students have appreciated the improved focus on teaching and learning through this new classroom environment as well as the strong focus by teachers in developing Explicit Instruction techniques.

The school has embarked on professional development to enhance our school culture in 2012 through the Pacific Institute.

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012%</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>90.5%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>90.5%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>85.7%</td>
</tr>
</tbody>
</table>
their child is making good progress at this school* 90.5%

teachers at this school expect their child to do his or her best* 100.0%

teachers at this school provide their child with useful feedback about his or her school work* 81.0%

teachers at this school motivate their child to learn* 90.5%

teachers at this school treat students fairly* 90.0%

they can talk to their child’s teachers about their concerns* 95.0%

this school works with them to support their child’s learning* 100.0%

this school takes parents' opinions seriously* 100.0%

student behaviour is well managed at this school* 85.7%

this school looks for ways to improve* 90.5%

this school is well maintained* 90.0%

<table>
<thead>
<tr>
<th>Performance measure (Nationally agreed items shown*)</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of students who agree that:</td>
<td></td>
</tr>
<tr>
<td>they are getting a good education at school</td>
<td>91.7%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>86.0%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>95.8%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>86.8%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>98.3%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>93.3%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>77.7%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>82.2%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>79.5%</td>
</tr>
<tr>
<td>student behaviour is well managed at their school*</td>
<td>68.6%</td>
</tr>
<tr>
<td>their school looks for ways to improve*</td>
<td>90.0%</td>
</tr>
<tr>
<td>their school is well maintained*</td>
<td>82.6%</td>
</tr>
<tr>
<td>their school gives them opportunities to do interesting things*</td>
<td>83.5%</td>
</tr>
</tbody>
</table>
Performance measure *(Nationally agreed items shown)*

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012(^{a})</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>67.2%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>77.0%</td>
</tr>
</tbody>
</table>

\(^{a}\) Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

\(^{b}\) Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW – Data withheld to ensure confidentiality.

Involving parents in their child’s education

Our school conducts two student/parent/teacher interview evenings a year, encouraging parents to participate and set up meetings with the teachers.

The school has an active Parents and Citizens Association. This group meets monthly to discuss issues of interest to the students’ education and also provides representatives on school working committees and student leadership processes.

Parents and community members participate in the Local Chaplaincy Committee, volunteer to assist in the running of school sporting carnivals, assist with school excursions and act helpers for the Parents and Citizen’s very successful Tuckshop. The school is continually looking for opportunities to build relationships and involve parents of indigenous students in ways that promote outcomes for students. We ran the Crossing Cultures professional development program for our Indigenous parents and community members in 2012.

Parents are invited to the school for recognition parades throughout the year to celebrate student achievements in academic, sporting, cultural and vocational areas. This is in addition to the school’s annual Academic and Sporting Awards nights.

Biloela State High School makes a distinct effort to involve and inform parents of Year 7 students as part of the transition to high school program. A whole school subject selection/information evening for all parents and students was held in 2012. This was a very efficient model for both staff and students and was well attended by the parent body. Individual interviews also occurred for all new students.

The school continued to use a key events calendar to better inform parents of key events throughout the year as well as increasing the circulation of the school newsletter. The school newsletter distribution system by email continues to be heavily subscribed by both parents and community members.

Parents are welcome to attend with their children an annual Rotary Careers Market for all students throughout the Banana Shire. We encourage parents to support their children into work experience. The school offers two blocks of one week work experience in Year 10 and 11. We also encourage students to take advantage of holiday work experience as soon as they turn 14. This is a great way to prepare for future employment and essential if you are seeking trade and business employment as many of these jobs are never advertised. They see a great prospect through work experience and offer them a job! We have set a goal for 200 extra placements during holiday periods.

Parents are also key partners in the development of our student’s Senior Education and Training Plans (SET Plans). Students and parents attend an important meeting to review their child’s Set Plan and confirm their appropriate future career decisions and subject selections. These SET plans are reviewed each year form Year 10 to Year 12 and Parents play a key review role each time.

Finally, an interested parent who monitors that high quality book work is being completed by their student will help to improve their child’s levels of achievement. Well organised book work makes revision an easier task and this is essential to succeed at high levels and prepare a student for their best possible future. Both a clear quality bookwork policy and electronic student work policy have been developed in 2012 which has produced marked increases in the quality of student bookwork.
Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Biloela State High School has continued significant savings in the consumption of water due to the installation of tanks in a number of locations around the school. This was supported by favourable weather conditions during the year. There has been in the use of electricity in 2012. Systems to ensure security lights are switched off during the day are to be instituted in 2013 in an effort to improve our energy use. There were some extra air conditioning units installed in 2012 that added to our use of electricity. Solar panels installed on F Block have been reducing our electricity costs to a small extent.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>Electricity kWh</th>
<th>Water kL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>276,442</td>
<td>20,891</td>
</tr>
<tr>
<td>2010-2011</td>
<td>274,860</td>
<td>469</td>
</tr>
<tr>
<td>2011-2012</td>
<td>336,348</td>
<td>1,213</td>
</tr>
</tbody>
</table>

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>48</td>
<td>27</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>45.1</td>
<td>18.9</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>42</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>
Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $45,000.

The major professional development initiatives are as follows:

- District Faculty specific workshops
- Vocational Education and Training (VET) workshops
- Queensland Studies Authority subject syllabus workshops and Panel Training
- Training in the use of ICTs
- First Aid training
- Disability training
- Sport Coaching training
- Instrumental Music Workshop
- Scripture Union Annual Conference
- Curriculum Activity Risk Assessment training
- CQ Aspiring leaders Training
- QMEA training opportunities
- Digital Pedagogies training
- Peer Mentoring and Developing Performance Learning Circles
- Training in Explicit Instruction

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.8%</td>
<td>96.5%</td>
<td>96.6%</td>
</tr>
</tbody>
</table>

Proportion of staff retained from the previous school year

From the end of the previous school year, 87.1% of staff was retained by the school for the entire 2012 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at http://www.myschool.edu.au/.

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

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school's My School entry web page.

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

Student attendance

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>The overall attendance rate for the students at this school (shown as a percentage).</td>
<td>90%</td>
<td>90%</td>
<td>91%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Secondary schools was 88%.

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>92%</td>
<td>90%</td>
<td>87%</td>
<td>89%</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>93%</td>
<td>89%</td>
<td>91%</td>
<td>91%</td>
<td>88%</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>91%</td>
<td>91%</td>
<td>89%</td>
<td>93%</td>
</tr>
</tbody>
</table>

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.

<table>
<thead>
<tr>
<th>Attendance:</th>
<th>0% to &lt;85%</th>
<th>85% to &lt;90%</th>
<th>90% to &lt;95%</th>
<th>95% to 100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>17</td>
<td>11</td>
<td>25</td>
<td>47</td>
</tr>
<tr>
<td>2011</td>
<td>17</td>
<td>17</td>
<td>36</td>
<td>38</td>
</tr>
<tr>
<td>2010</td>
<td>20</td>
<td>19</td>
<td>32</td>
<td>35</td>
</tr>
</tbody>
</table>

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Student attendance rolls are marked each morning and in each class during the day. A daily absence list is produced in the morning by office staff and distributed to teaching staff for reference during the day. Any discrepancies in student attendance information throughout the day are sent through to the school office for clarification and recording. The school uses the IDAttend electronic attendance monitoring system.

Student absences are tracked by office staff each day; they also monitor late arrival of students and early departures during the day.

On return from an absence, students are expected to present a note of explanation from a parent or a phone call to the office from the parent explaining the reason for the absence.

When this does not occur, attendance letters are sent to parents for unexplained absences seeking clarification.

Phone calls are also made to parents/carers advising of student absences when appropriate.

The school has a regular mail out of attendance information as well as attendance noted on interim reports and report cards.

The school has developed improved policy and procedures to support an increased focus on improving attendance in 2012. It is pleasing to note this focussed work has resulted in an improvement in attendance in 2012.
National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Our school has not been able to Close the Gap for Indigenous students. Whilst the majority of Indigenous students at our school are attending well and achieving to their ability, there have been some students who have failed to attended school. The school is working with Parents and supporting agencies to improve this situation in 2013.

<table>
<thead>
<tr>
<th>Apparent retention rates Year 10 to Year 12</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12 student enrolment as a percentage of the Year 10 student cohort.</td>
<td>68%</td>
<td>64%</td>
<td>63%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohorts</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>77</td>
<td>84</td>
<td>54</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>32</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).</td>
<td>11</td>
<td>21</td>
<td>13</td>
</tr>
</tbody>
</table>
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).  

<table>
<thead>
<tr>
<th>Year</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>43</td>
<td>20</td>
<td>3</td>
</tr>
<tr>
<td>2011</td>
<td>44</td>
<td>19</td>
<td>7</td>
</tr>
<tr>
<td>2012</td>
<td>49</td>
<td>24</td>
<td>4</td>
</tr>
</tbody>
</table>

As at 2 May 2013. The above values exclude VISA students.

Our school offers the following Certificate Courses in our classrooms:

- Certificate I in Construction
- Certificate I in Engineering
- Certificate I in Hospitality
- Certificate II Rural Operations
Where vocational qualifications are provided, we meet the requirements of nationally endorsed training packages. The Senior Schooling Deputy Principal and the Head of Department, Technology and Vocational Education jointly lead and manage systems and accountabilities involved in Vocational Education.

Students access these Certificate courses through outside providers:

- Certificate II in Engineering (GAGAL)
- Certificate III in Business Administration (CQIT)
- Certificate I in Work Education (BSDE)
- Certificate II in Business (BSDE)
- Certificate II in Community Services (CQIT)
- Certificate III in Beauty Services (Larshar College of Beauty & Hair)
- Certificate III in Retail Make-up & Skin Care (CQIT)
- Certificate III in Information, Digital media & Technology (CQIT)
- Certificate IV in Massage Therapy Practice
- Certificate III in Children’s Services (CQIT)
- Certificate I in ICT (CQIT)

Students access these Certificate courses through School-based Apprenticeships and Traineeships:

- Certificate III in Boiler making
- Certificate II in Meat Processing
- Certificate III in Hairdressing
- Certificate II in Agriculture
- Certificate III in Business
- Certificate II in Hospitality
- Certificate II in Community Services
- Certificate III in Engineering
- Certificate III in Floristry
- Certificate II/III in Water Operations
- Certificate III in Aged Care
- Certificate III in Children’s Services
- Certificate III in Warehousing
- Certificate III in Fitness

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort’s post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

Our Early Leavers generally obtain local, full time apprenticeships or traineeships. Some transfer to other schools within and beyond the region. A small percentage of students exit the school to full-time employment locally. The school encourages students to remain at school to complete Year 12 and gain a Queensland Certificate of Education. Where students gain an apprenticeship or traineeship, the school recognises this alternate learning pathway and supports those students with well thought out Senior Education and Training plans that match this learning pathway.