



Biloela State High School

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training



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School Overview

Biloela State High School is situated in Central Queensland. The school is committed to maximizing learning outcomes for every student by providing high quality teaching, learning and assessment. This is delivered within a safe learning landscape where self-discipline, innovation and creativity, caring relationships and achievement prevail. The school values the community it serves through academic partnerships with local business and industries, employment and training groups and community support agencies. Approximately six out of ten exiting students enter full-time local employment as global learners. Strong partnership with the energy, mining and agricultural sectors provide students real pathways in trade and professional fields such as mining and energy sciences, engineering, IT, farm management and science, human resources, hospitality and logistics. Biloela State High school has been recognised for consistently strong academic and vocational performance at the senior phase of learning. Collaboration with youth and community support agencies provide students with social infrastructure to complement their academic and vocational achievement.

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. Our school can again be rightly proud of our high academic achievement recorded in 2016, continuing our recognition as a high performing rural school.

Despite the loss of a building due to fire (arson), Biloela remains 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, links to TAFE, VET providers, 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. In particular, our school farm has had many innovations and improvements over the past year.

It is with a great deal of pleasure I present the Biloela State High School Annual Report for 2016. A printed copy of this report is available through our school office.

School Progress towards its goals in 2016

Goals	Explanation	Progress
<p>A deeper understanding of quality explicit instruction teaching processes in both junior and senior secondary classrooms through:</p> <ul style="list-style-type: none"> • supporting teachers to know and understand critical content and processes through explicit unit planning and common assessment processes • supporting teachers through the provision of quality feedback including walk-throughs and collegial/peer coaching. 	<p>Our professional learning program follows a systematic approach where instructional leaders provide new learning for teachers and then this is supported through whole school and Faculty led conversations, trailing and feedback processes. Students benefit from this approach through a common teaching and learning approach across the school.</p> <p>Students understand and expect these common teaching and learning processes and student results continue to improve.</p>	<p>Teachers have developed new unit plans for all subjects aligned to our explicit teaching framework. Our Teaching and Learning Head of Department has worked with every teacher providing focused collegial feedback.</p> <p>Our Heads of Department and Administration members regularly complete walkthroughs following our strategic plan to support staff and this information is provided to teachers as whole school feedback.</p>
<p>Enhanced learning for teachers and students around quality writing processes in junior secondary classrooms.</p>	<p>Writing skill development continues to be a major area of improvement for our junior secondary learners.</p>	<p>Focused writing skill development occurs through Literacy lessons and writing opportunities across the curriculum.</p>

Future Outlook

Goals	Explanation	Progress
Continue to build a professional learning culture – Explicit Instruction and Bloom's Taxonomy.	Our focus is to have all staff developing as expert teachers using explicit instruction and teaching using strategies that involve every learner taking account of their personal needs.	Teachers are moving from a focus on Direct Instruction to Interactive teaching – explicit ways to improve teaching through class discussions and group work using high yield strategies
Build a culture of high performance – Knowing our Learners and giving feedback	Enhance our quality communication systems so that student's needs are well known and shared. Teachers have developed improved planning processes using broad brush unit planning and are designing pedagogy to engage all learners and differentiate learning activities to meet their needs.	High level student outcomes continue. 3 OP 1 students in 2016 The school is clearly focused on knowing our learners so that we differentiate the curriculum to meet their needs.
Improved learning outcomes through an explicit focus on literacy and numeracy	Further professional development is occurring to assist staff in knowing how to encourage improved writing skills and moving from reading through comprehension to skilled writing.	Partially completed The Teaching and Learning Head of Department continues to drive an improved focus in this area.

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	542	267	275	27	93%
2015*	589	272	317	37	93%
2016	578	273	305	32	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

The school has a student population with relatively even numbers of girls and boys. Our student gender ratio is quite consistent. We have a small percentage (2%) of ATSI students and approximately 2% of our population are EAL/D – 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. The population of Biloela tends to remain quite stable with small up and down variations over time.

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	24	23	22
Year 11 – Year 12	18	17	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

Our distinctive curriculum offerings include a dynamic Agricultural Science program which includes study in the senior subject, Agricultural Science and a Certificate I/II level course which are supported by a well-resourced Agricultural area. (Our Cattle Team members have again been building on their classroom learning at local shows with students excelling in cattle judging and leading.

A number of Year 10, 11 and 12 students take the opportunity to complete University courses available through CQU and USQ. Central Queensland University has once again strongly supported our students assisting them to participate in their University Experience programs.

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 years of age during holiday periods. This has been strongly taken up by our students as they prepare to transition into the workforce. A number of special needs students complete one-day-a-week work experience as part of their learning program. Quality student tracking processes saw 100% of students achieve their Queensland Certificate of Education in 2016.

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 again completing Certificate II and III level courses as part of school-based Apprenticeships and Traineeships. Also, we offer Certificate courses in Agriculture and Horticulture as well as, Resource Infrastructure, Tourism and Fire Safety.

Co-curricular 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 consistently have a large number of Age Champions in Athletics and Cross Country with high level participation in Port Curtis District sporting teams.
- 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. They achieved a Silver and Bronze Award at this year's interschool music competition, Fanfare.
- The Biloela Showcase Parade promotes *The Arts* at our school through display of students' work and dramatic, musical and singing performances by students.
- 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 for both Cattle Judging and Champion Cattle.
- Biloela's fantastic gifted students compete in a range of competitions. Our Optiminds team has been very successful in previous 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. From 2013 to 2016, we have consistently had 4 to 5 students make it to the State Finals of Brain Bee which continues to showcase outstanding achievement. Our high quality students participate in Lions Youth of the Year reaching the Regional finals in 2016. A number of our High Level Learners participate in Australian Competitions winning a number of High Distinction Awards.

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

How Information and Communication Technologies are used to Assist Learning

There are pods of laptops available for other students in three additional learning spaces to cater for our continued use of ICT based learning. To complement these resources, the school has a full wireless ICT network and purchases significant ICT Technician time. Students can access our network through our BYOx (Bring your own device) program.

The school has 25 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 with most other subject areas boasting similar access. Teachers have completed both external and school-based training in the use of these ICT tools.

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.

Social Climate

Overview

Biloela State High School has an outstanding school chaplaincy service who, along with our Guidance Officer, plan and implement student development programs such as *A2B* (targeting Jnr Secondary boys) and *Girls With A Purpose* (targeting Yr10 girls). A Youth Support Coordinator supports students in the school at risk. Teachers hold Year Level Coordinator positions and they act in a student welfare capacity. The school is pioneering the GYST program that engages at-risk learners in hand-on learning and links them to community service and learning opportunities and this means these students are more engaged and involved in much fewer discipline issues.

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 to together 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. The school experiences low levels of discipline issues.

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.

Country students at Biloela are well behaved and confident young people who interact well with their teachers and have a strong believe they can achieve highly at sport, academic and cultural activities.

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)	91%	82%	90%
this is a good school (S2035)	93%	84%	90%
their child likes being at this school* (S2001)	84%	94%	82%
their child feels safe at this school* (S2002)	91%	94%	94%
their child's learning needs are being met at this school* (S2003)	88%	82%	85%
their child is making good progress at this school* (S2004)	90%	86%	87%
teachers at this school expect their child to do his or her best* (S2005)	93%	92%	91%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	80%	82%	88%
teachers at this school motivate their child to learn* (S2007)	84%	72%	85%
teachers at this school treat students fairly* (S2008)	75%	74%	76%
they can talk to their child's teachers about their concerns* (S2009)	95%	77%	85%
this school works with them to support their child's learning* (S2010)	87%	78%	87%
this school takes parents' opinions seriously* (S2011)	82%	67%	82%
student behaviour is well managed at this school* (S2012)	72%	70%	81%
this school looks for ways to improve* (S2013)	88%	83%	83%
this school is well maintained* (S2014)	84%	94%	90%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	88%	92%

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they like being at their school* (S2036)	85%	84%	85%
they feel safe at their school* (S2037)	90%	85%	91%
their teachers motivate them to learn* (S2038)	90%	88%	87%
their teachers expect them to do their best* (S2039)	97%	94%	95%
their teachers provide them with useful feedback about their school work* (S2040)	88%	87%	89%
teachers treat students fairly at their school* (S2041)	80%	72%	75%
they can talk to their teachers about their concerns* (S2042)	81%	77%	82%
their school takes students' opinions seriously* (S2043)	81%	72%	72%
student behaviour is well managed at their school* (S2044)	76%	67%	78%
their school looks for ways to improve* (S2045)	90%	88%	85%
their school is well maintained* (S2046)	86%	80%	85%
their school gives them opportunities to do interesting things* (S2047)	87%	80%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	90%	87%	96%
they feel that their school is a safe place in which to work (S2070)	94%	92%	93%
they receive useful feedback about their work at their school (S2071)	88%	79%	85%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	93%	83%
students are encouraged to do their best at their school (S2072)	98%	95%	98%
students are treated fairly at their school (S2073)	90%	85%	92%
student behaviour is well managed at their school (S2074)	76%	67%	87%
staff are well supported at their school (S2075)	66%	67%	80%
their school takes staff opinions seriously (S2076)	68%	68%	78%
their school looks for ways to improve (S2077)	90%	87%	91%
their school is well maintained (S2078)	74%	69%	82%
their school gives them opportunities to do interesting things (S2079)	85%	84%	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.

Parent and community engagement

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

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 6 students as part of the transition to high school program with a number of open days and information sessions. A whole school subject selection/information evening for all parents and students was held in 2016. 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. Many of these occur in the student's primary school.

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 also encouraged to use the app QSchools that gives them access to personal information for their students.

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!

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 from Year 10 to Year 12 and Parents play a key review role each time. As well, parents are intimately involved in developing plans for different learners including flexible arrangements and alternate study options as required.

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 communicated to students which continues to produce marked increases in the quality of student bookwork.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our programs focus on personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. This occurs through our Life Skills program as well as our student diary which includes excellent information for young people to be better citizens and treat each other respectfully and appropriately. The school has a clear reporting process if staff members hold concerns for each other, students and/or their families.

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	101	150	87
Long Suspensions – 6 to 20 days	5	7	2
Exclusions	1	0	1
Cancellations of Enrolment	4	2	1

* 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

Biloela State High School has been able to reduce water consumption due to favourable environmental conditions. Systems to ensure security lights are switched off continue in an effort to improve our energy use however, the addition of air conditioning to all school areas has resulted in an increase in consumption. Energy efficient air-conditioning systems have contributed to this small increase but the high cost of electricity continues to outstrip funds received to cover these costs. Solar panels installed on F Block and water tanks continue to reduce our electricity and water costs to a small extent.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	312,901	37,175
2014-2015	342,090	7,305
2015-2016	361,790	7,264

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

Sector:

Government

Non-government

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	55	29	0

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Full-time Equivalents	53	21	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	4
Graduate Diploma etc.**	24
Bachelor degree	61
Diploma	6
Certificate	16

*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 \$43,296.44.

The major professional development initiatives are as follows:

- Collaborative school-based learning around Explicit Instruction
- 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
- Sport Coaching training
- Instrumental Music Workshop
- Curriculum Activity Risk Assessment training
- CQ Aspiring leaders Training
- QELI Coaching
- Training in Explicit Instruction
- Special Needs Support and Documentation
- QCAA Senior Secondary initiatives
- Education Queensland Mandatory professional Development topics

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.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 93% 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).	90%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	77%	80%	80%

*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%.

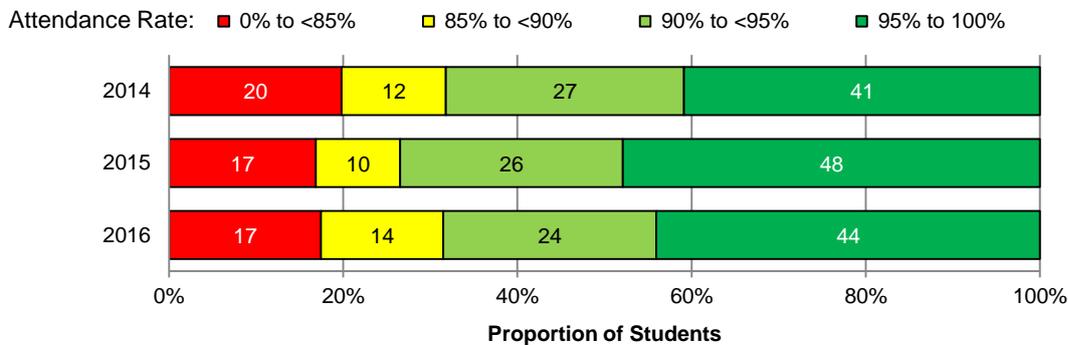
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									90%	92%	90%	88%	90%
2015								93%	92%	91%	91%	91%	91%
2016								92%	91%	90%	91%	90%	90%

*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:



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.

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 reports attendance to parents regularly through school newsletters and to P&S 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

The screenshot shows a search form with the following elements:

- A text input field labeled "School name" with a red "GO" button to its right.
- A text input field labeled "Suburb, town or postcode".
- A "Sector:" label with two radio button options: "Government" (checked) and "Non-government" (checked).
- A large red button labeled "SEARCH" at the bottom.

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	85	85	79
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	1
Number of students receiving an Overall Position (OP)	38	35	31
Percentage of Indigenous students receiving an Overall Position (OP)		50%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	20	17	8
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	76	57	52
Number of students awarded an Australian Qualification Framework Certificate II or above.	28	46	47
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	78	81	78
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	75%
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.	84%	89%	87%
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.	98%	98%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	90%	90%

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	4	14	14	6	0
2015	11	9	11	4	0
2016	7	9	11	4	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	66	21	9
2015	42	40	10
2016	29	45	4

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

Completion of VET Certificates

Students at Biloela State High School completed the following certificate courses using our own RTO status:

Certificate I in Construction, Certificate I in Engineering, Certificate II in Hospitality, Certificate II in Rural Operations

As well, students completed a range of certificate course through School-based apprenticeships and traineeships and outside providers as follows:

Certificate III in Aged Care, Certificate II in Agriculture, Certificate III in Automotive Body Repair Technology, Certificate II in Automotive Vehicle Serviceperson, Certificate II in Cabinet Making, Certificate III in Children's Services, Certificate III in Fitness, Certificate III in Hospitality, Certificate III in Retail Operations, Certificate II Salon Assistant, Certificate II in Meat Processing (Abattoir), Certificate III in Agricultural Mechanical Technology, Certificate I in Information & Digital Media Technology, Certificate III in Beauty Services, Certificate II in Tourism, Certificate II in Public Safety

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.	72%	76%	75%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	0%	60%	57%

* 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.biloelashs.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.

A number of students from Biloela State High School transferred to other schools within Queensland (15 students) and Interstate/Overseas (1 student) – A total of 16 students in 2016. Our student number, however, reduced slightly during this period indicating that some students moved into this area.

A small number of students exit the school to full-time or part-time employment locally – 11 students in 2016. These early leavers generally obtain local work, apprenticeships or traineeships. This represents a much smaller number than previously which matches the downturn within local mining and Industry.

2 students exited the school and were looking for employment in 2016.

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.

Conclusion

Biloela State High School has an enviable record as a high achieving rural school. We are large enough to offer a modern curriculum and a large range of extra-curricular, sporting and cultural activities. Our student support team know our students well and we have innovative solutions to assist our different learners. The school has an impressive academic and sporting record and this is enhanced by our close links to community organisations who strongly support our dynamic school.

Please contact our school office on 49928666 if you would like further information or assistance.