Principal’s foreword

Introduction

It is with a great deal of pleasure I present the Biloela State High School Annual Report for 2011. A printed copy of this report is available through our school office.

At Biloela we promote a spirit of belonging among the students, staff and parents and aim to prepare for the future, respect the community, value difference, accept responsibility, participate, and succeed.

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, 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.

School progress towards its goals in 2011

2011 has seen the school consolidating policies and procedures to enhance the achievement of our students. It has been a time of building a quality systems process to focus our action on Quality Classroom Learning – our core business. We have refocussed on celebrating student achievements and successes. The school has developed systems to collect improved data on students transferring into the high school from primary and these have been developed through enhanced partnerships with our feeder primary schools. This will see the development of a Different Learners data sheet in 2012 to inform improved and focussed teaching and learning.

We are continuing to develop relationships with community organisations and groups and strengthen the relationships with the primary schools. The Biloela Rotary Club and Community Resource Centre are strong partners.

The school has a fully integrated wireless network and teachers have been incorporating further ICT access and resources into the classroom environments and enhanced OneSchool access and use.

Teachers in Maths, Science and English have worked hard on preparation for the implementation of the Australian Curriculum in 2012.
Future outlook

At Biloela State High School, we are focusing on ensuring:

Quality Leadership
- Vision
- High Expectations
- Distributed Leadership

Quality Teaching
- Knowing Our Learners
- Knowing our Goals for Learning
- Differentiated Pathways
- Active Teaching using Traditional and Digital Technologies

Quality Learning
- Students Know Themselves
- Goals are set for Learning and Achievement
- Active Learning, both Individually and in Teams

Quality Relationships
- Positive Home Learning Environment Support
- Effective and Timely Student/Teacher/Parent Communication
- Enhanced Teamwork based on Collaborative Problem Solving

Key priorities for 2012

- Embed 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.
- In classrooms, every day, every lesson, cater for and extend the top half of the class for both Senior and Junior Students.
- Continue 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.
- Thorough 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.
- 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.
- Build Positive Team work across the school workforce to promote collaborative action.
**School Profile**

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

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>546</td>
<td>283</td>
<td>263</td>
<td>91%</td>
</tr>
</tbody>
</table>

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. 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.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>N/A</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>22.3 (Yr. 8 to 10)</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>14.5</td>
</tr>
<tr>
<td>All Classes</td>
<td>19.3</td>
</tr>
</tbody>
</table>

**School Disciplinary Absences**

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>65</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>3</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Performance of our students

Curriculum offerings

Our distinctive curriculum offerings Biloela State High School 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 won a number of Grand Champion prizes in 2011 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 CQU and USQ. Year 10 students participate in a three day University Experience program sponsored by Central Queensland University.

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.

Biloela State High School continues well established links with the Brisbane School of Distance Education completing OP level courses.

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.

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 began preparations for their 2012 musical, “Escape to Neverland”.

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. Our high quality students participate in Lions Youth of the Year.

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

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 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.
Performance of our students

Parent, student and teacher satisfaction with the school

Parents are extremely satisfied with the education their students receive at Biloela State High School and this was an area of significant improvement. In 2011, there was concern amongst students and staff about the maintenance of facilities and this was reflected in satisfaction levels. Staff members were looking to access further professional development. Students had a sound level of satisfaction that they were receiving a quality education. The unexpected early retirement of the school Principal during Term 1 also affected the confidence of staff and students.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>56%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>100%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>44%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>58%</td>
</tr>
</tbody>
</table>

DW – Data withheld

Involving parents in their child’s education

Our school conducts two 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 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 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 2011. 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 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 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.
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 made a significant saving 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. A slight decrease in the use of electricity was achieved. This should be further enhanced next year following the addition of solar panels to the grid late in 2011.

Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th></th>
<th>Electricity Kwh</th>
<th>Water KL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>274,860</td>
<td>469</td>
</tr>
<tr>
<td>2010</td>
<td>276,442</td>
<td>20,891</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>-1%</td>
<td>-98%</td>
</tr>
</tbody>
</table>
Performance of our students

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>50</td>
<td>26</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>47</td>
<td>19</td>
<td>&lt;5</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>43</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</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 2011 was $32,784.

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
- Light and Sound Training
- Curriculum Activity Risk Assessment training
Performance of our students

- CQ Aspiring leaders Training
- QMEA training opportunities
- Digital Pedagogies training
- Peer Mentoring and Developing Performance Learning Circles

The proportion of the teaching staff involved in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 97% in 2011.

Proportion of staff retained from the previous school year

From the end of the previous school year, 79% of staff was retained by the school for the entire 2011 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.

Find a school

Search by school name

Search by suburb, town or postcode

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.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 90%.

The overall attendance rate for all Queensland state Secondary schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<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>93%</td>
<td>89%</td>
<td>91%</td>
<td>91%</td>
<td>88%</td>
</tr>
</tbody>
</table>

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 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.

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 implementing an electronic roll marking system in 2011 which is being refined in 2012.
Performance of our students

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

Indigenous students make up approximately 5% of our student population. There has been a general trend of improving apparent retention over the past five years. There has been a slight decrease in Indigenous student attendance and this is caused by a small number of students who experience great difficulty in coming to school. The school is working on developing improved relationships with students, parents and community members so that attendance will be improved. Indigenous students who remain at school have been successfully transitioning into employment in areas of their interest. Our Indigenous students attended the Former Origin Greats Career Expo in 2011 for the first time along with the Principal. We are focussed on supporting students to “Close The Gap”
Performance of our students

Apparent retention rates Year 10 to Year 12.
Year 12 student enrolment as a percentage of the Year 10 student cohort. 66%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>84</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>2</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>38</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>21</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>56</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>25</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>57</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.</td>
<td>82%</td>
</tr>
<tr>
<td>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.</td>
<td>92%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>97%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)
Number of students in each Band for OP 1 to 25.

<table>
<thead>
<tr>
<th>OP Band</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1-5</td>
<td>7</td>
</tr>
<tr>
<td>OP 6-10</td>
<td>9</td>
</tr>
<tr>
<td>OP 11-15</td>
<td>15</td>
</tr>
<tr>
<td>OP 16-20</td>
<td>7</td>
</tr>
<tr>
<td>OP 21-25</td>
<td>0</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)
Number of students awarded certificates under the Australian Qualification Framework (AQF).

<table>
<thead>
<tr>
<th>Certificate Level</th>
<th>Certificate I</th>
<th>Certificate II</th>
<th>Certificate III or above</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>44</td>
<td>19</td>
<td>7</td>
</tr>
</tbody>
</table>

Biloela SHS offers a Certificate 1 in Engineering [MEM10105], Cert 1 in Construction [CPC10108], a Cert 1 in Hospitality [SIT10207] and a Cert 1 in Information Technology assessed by TAFE.

Post-school destination information
At the time of publishing this School Annual Report, the results of the 2011 Year 12 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. 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.