



Biloela State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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From the Principal

School overview

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.

School progress towards its goals in 2018

A culture that promotes learning

<i>Area</i>	<i>Strategy</i>	<i>Outcome</i>
<i>Attendance</i>	Implement a whole school approach to managing student attendance to develop the school community's knowledge, understanding and implementation of: <ul style="list-style-type: none"> • school attendance targets; • roles and responsibilities in managing student attendance; • responses to student absences; and • strategies to improve and celebrate student attendance. 	Ongoing
<i>Behaviour</i>	Implement a whole school approach to managing student behaviour to promote a safe and supportive teaching and learning environment, including: <ul style="list-style-type: none"> • Responsible Behaviour Plan. • Positive Behaviour for Learning. • Essential Skills for Classroom Management. • Classroom Profiling. 	Ongoing
<i>Wellbeing</i>	Implement a whole school approach to staff and student wellbeing. <ul style="list-style-type: none"> • Implement the Staff Wellbeing Framework • Implement the Student Learning and Wellbeing Framework 	Ongoing
<i>Parent and Community Engagement Framework</i>	Develop and implement a Parent and Community Engagement Framework to promote meaningful relationships between the school, students and parents.	Ongoing

Improve student outcomes through quality teaching

<i>Area</i>	<i>Strategy</i>	<i>Outcome</i>
<i>Explicit Instruction</i>	Continue to implement Explicit Instruction across the school.	Achieved
<i>Coaching</i>	Implement school wide collegial coaching. <ul style="list-style-type: none"> • Jim Knight Impact Cycle • Triads <ul style="list-style-type: none"> ○ Pre-conversation ○ Observation ○ Evidence based feedback 	Ongoing
<i>APR</i>	Implement Annual Performance Review process to support capability development for all staff.	Achieved

<i>Professional Learning Plan</i>	Develop a whole school professional learning plan to support all to support capability development for all staff.	Ongoing
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Improve student outcomes through the explicit teaching of writing across the curriculum

<i>Area</i>	<i>Strategy</i>	<i>Outcome</i>
Writing	Develop a whole school writing framework: <ul style="list-style-type: none"> • data literacy • writing program • expert teams Implement a writing program across the curriculum: <ul style="list-style-type: none"> • Collins Writing Identify strategies to teach the curriculum to improve student writing outcomes. Build the capacity of all teaching staff to teach writing across the curriculum. <ul style="list-style-type: none"> • Writing Committee • Whole school meetings • Faculty meetings 	Achieved
Data literacy	Develop the data literacy of school leaders and teachers: <ul style="list-style-type: none"> • Collect and analyse diagnostic formative and summative data on all students. • Identify school trends in NAPLAN using the Writing Marking Guide. • Participate in professional data conversations in whole school, faculty and individual meetings to review pedagogical practice and student achievement and set targets for improvement. 	Ongoing

Future outlook

A culture that promotes learning

	<i>Strategy</i>
<i>Attendance</i>	Implement an attendance policy.
<i>Behaviour</i>	Implement a Responsible Behaviour Plan for Students. Develop protocols for incident management including data entry into One School and student referrals for minor, major and positive behaviours. Explicitly teach behaviour expectations to students. Implement acknowledgment systems for the demonstration of behaviour expectations by students. Provide behaviour management professional development for teaching staff. Continue to implement classroom profiling.
<i>Wellbeing</i>	Develop and implement a whole school wellbeing framework. Develop and implement student wellbeing program. Develop and implement a staff wellbeing program.

Systematic curriculum delivery

	<i>Strategy</i>
<i>Curriculum</i>	Develop and implement a whole school curriculum, assessment and reporting plan based on the Australian Curriculum (P to 10) and the Queensland curriculum (11 to 12). Develop professional learning communities to provide school leaders and teachers opportunities to: <ul style="list-style-type: none"> • discuss the implementation of the Australian and Queensland Curriculum. • analyse results across year levels, faculties and the school and develop strategies for improvement. Develop assessment literacy in teachers and students. <ul style="list-style-type: none"> • QCAA Assessment Modules 1 to 3 • Know and Do Tables • Learning Intentions and Success Criteria

<i>Moderation</i>	Develop professional learning communities to provide opportunities for school leaders and teachers to moderate and review student work.
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Effective pedagogical practices

	<i>Strategy</i>
<i>Pedagogy</i>	Create a systematic approach to coaching, mentoring and feedback, to improve teaching practices. Develop digital practices for teaching and learning.
<i>Literacy and Numeracy</i>	Provide challenging learning experiences that further develop literacy and numeracy through all learning areas of the Australian Curriculum. Implement literacy classes for students in years 7 to 9. Continue to implement Collins Writing Program. Implement numeracy classes for students in years 7 to 9. Develop professional learning communities to provide school leaders and teachers opportunities to: <ul style="list-style-type: none"> • discuss the implementation of the Australian and Queensland Curriculum. • analyse results across year levels, faculties and the school and develop strategies for improvement.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	578	576	584
Girls	273	271	267
Boys	305	305	317
Indigenous	32	40	45
Enrolment continuity (Feb. – Nov.)	93%	91%	92%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Biloela State High School is a coeducational school for students in Years 7 to 12. It services the small rural and mining communities of Biloela, Thangool, Jambin and Goovigen.

Seven per cent of students identify as either Aboriginal and/or Torres Strait Islander.

Eight percent of students have a verified disability.

Ten percent of students require support for English as an Additional Language/Dialect.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	23	22
Year 11 – Year 12	16	19	18

Note:
The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our Approach to Curriculum Delivery

Years 7 to 9

Core subjects: English, Humanities, Mathematics, Science and Health and Physical Education

Electives: Technology (Agriculture, Home Economics, Industrial Design and Technologies) and The Arts (Drama, Media Arts, Music and Visual Arts)

Year 10

Core subjects: English, Mathematics (Core or Extension) and Science

Electives:

- Arts (Drama, Media, Music, Visual Art)
- Humanities (Accounting, Ancient History, Business, Geography, Legal Studies and Tourism)
- Health and Physical Education (Physical Education and Recreation)
- Science (Agriculture)
- Technology (Building and Construction Skills, Engineering Skills, Home Economics, Hospitality and Industrial Graphics Skills)

Years 11 to 12

Core subjects: English (English Communication, English), Mathematics (Prevocational Mathematics, Mathematics A, Mathematics B)

Electives:

- Arts (Drama, Media, Music, Visual Art)
- Humanities (Accounting, Business, Geography, Legal Studies and Tourism)
- Health and Physical Education (Physical Education and Recreation)
- Science (Biology, Chemistry and Physics)
- Technology (Building and Construction Skills, Engineering Skills, Home Economics and Hospitality)
- Vocational Education and Training (Certificate II in Hospitality, Certificate II in Rural Operations)
- Additional subjects through the Brisbane School of Distance Education.

Students also have the opportunity to study the following subjects through Biloela TAFE:

- Certificate II in Electro-technology with TAFE
- Certificate II in Resources and Infrastructure Work Preparation with TAFE

Students also have the opportunity to participate in Start Uni Now (SUN) through CQUniversity.

Co-curricular Activities

A wide variety of co-curricular activities are available to students in the four domains of citizenship, cultural, learning and sport.

Citizenship:

- ANZAC Day
- Clean-up Australia Day
- Day for Daniel
- Interact
- Lions Youth of the Year
- Student Council

Cultural

- School Musical
- Eisteddfod
- Instrumental Music
- Showcase Parade

Learning

- ACE
- Cattle Team
- Readers Cup
- Recognition Parade

- Work Experience

Sport

- Interschool sport
- House Cup
- Carnivals
- District Trails
- Regional Trials
- State Trials

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 BYOD (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

Compared to larger metropolitan areas, small communities such as Biloela lack regular access to support services for adolescents. Subsequently, schools are often the sole contributors to the development of student well-being. At Biloela State High School, we have implemented a range of programs and support services to assist students during their adolescent years.

Biloela State High School is committed to providing a positive and supportive teaching and learning environment for all teachers and students. 'Positive Behaviour for Learning' forms the foundation of our school's Responsible Behaviour Plan.

Student leaders including mentors, student representative council, house captains and school captains are elected by the student body and staff and are representative of all year levels. The student council plays an active role in the school community and is involved, where appropriate, in planning and decision making.

Biloela State High School implements a whole school well-being program as part of the curriculum. Life Skills aims to create happy, healthy and confident students by developing their knowledge and understanding of emotional and social well-being and equipping them with strategies they can utilise to achieve this. In addition to this program, students may also participate in targeted and intensive support programs including Rock and water, A2B, ASDAN, Girls with a Purpose and RAGE.

Biloela State High School is serviced by a large student support service team including a Guidance Officer, Youth Support Coordinator, Chaplain, Youth Health Nurse and Community Education Counsellor. Staff can refer students to this team and students and parent/caregivers can also self-refer. This team applies a case management approach and meets on a weekly basis to determine priorities and develop and implement support action plans.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	94%	86%
• this is a good school (S2035)	90%	92%	79%
• their child likes being at this school* (S2001)	82%	94%	91%
• their child feels safe at this school* (S2002)	94%	96%	82%
• their child's learning needs are being met at this school* (S2003)	85%	86%	75%
• their child is making good progress at this school* (S2004)	87%	92%	81%
• teachers at this school expect their child to do his or her best* (S2005)	91%	100%	95%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	90%	89%
• teachers at this school motivate their child to learn* (S2007)	85%	92%	82%
• teachers at this school treat students fairly* (S2008)	76%	80%	72%
• they can talk to their child's teachers about their concerns* (S2009)	85%	90%	89%
• this school works with them to support their child's learning* (S2010)	87%	90%	82%
• this school takes parents' opinions seriously* (S2011)	82%	80%	76%
• student behaviour is well managed at this school* (S2012)	81%	78%	62%
• this school looks for ways to improve* (S2013)	83%	85%	87%
• this school is well maintained* (S2014)	90%	90%	88%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	92%	89%	94%
• they like being at their school* (S2036)	85%	82%	88%
• they feel safe at their school* (S2037)	91%	91%	91%
• their teachers motivate them to learn* (S2038)	87%	86%	89%
• their teachers expect them to do their best* (S2039)	95%	94%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	80%	83%
• teachers treat students fairly at their school* (S2041)	75%	67%	79%
• they can talk to their teachers about their concerns* (S2042)	82%	69%	76%
• their school takes students' opinions seriously* (S2043)	72%	68%	77%
• student behaviour is well managed at their school* (S2044)	78%	73%	71%
• their school looks for ways to improve* (S2045)	85%	85%	90%
• their school is well maintained* (S2046)	85%	80%	83%
• their school gives them opportunities to do interesting things* (S2047)	87%	82%	88%

Percentage of students who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	96%	94%	86%
• they feel that their school is a safe place in which to work (S2070)	93%	92%	84%
• they receive useful feedback about their work at their school (S2071)	85%	85%	72%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	71%	69%
• students are encouraged to do their best at their school (S2072)	98%	92%	87%
• students are treated fairly at their school (S2073)	92%	88%	77%
• student behaviour is well managed at their school (S2074)	87%	85%	38%
• staff are well supported at their school (S2075)	80%	86%	60%
• their school takes staff opinions seriously (S2076)	78%	79%	63%
• their school looks for ways to improve (S2077)	91%	90%	84%
• their school is well maintained (S2078)	82%	87%	72%
• their school gives them opportunities to do interesting things (S2079)	91%	78%	73%

* 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

Biloela State High School encourages all parents/carers to be active members of the school community and their child's education. Throughout the year, parents/carers can attend or volunteer at a number of school activities and events including:

- P&C meetings;
- school canteen;
- whole school assemblies such as the ANZAC ceremony, leadership investiture, recognition parade and showcase parade
- year level events such as the year 6 into 7 transition program and the year 12 formal and graduation ceremony.
- sport events such as the athletics, cross country and swimming carnivals.
- career planning and subject selection interviews.

Informal and regular contact between teachers and parents/carers is strongly encouraged. This can be initiated by the student, parent/caregiver or teacher.

Reporting processes include a written report three times a year and parent teacher interviews are conducted twice yearly. These reports provide parents/carers with information regarding their child's academic achievement, behaviour, effort and how they can improve in class.

A newsletter is published every three weeks and provided to parents/carers and the wider community.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable 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

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	87	104	207
Long suspensions – 11 to 20 days	2	3	8
Exclusions	1	1	2
Cancellations of enrolment	1	3	6

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	361,790	314,267	310,342
Water (kL)	7,264	10,990	24,401

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school Search website

Search by school name or suburb Go

School sector School type State

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	52	28	<5
Full-time equivalents	51	21	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate		*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	4	
Graduate Diploma etc.*		
Bachelor degree	46	
Diploma	2	
Certificate		

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$80 930.29

The major professional development initiatives are as follows:

- Queensland Curriculum and Assessment Authority – The New QCE System
- Certificate IV Training and Assessment
- Positive Behaviour for Learning
- Classroom Profiling
- Explicit Instruction
- QELI Middle Leaders
- Fierce Conversations
- First Aid and CPR

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%. Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	91%	91%	90%
Attendance rate for Indigenous** students at this school	80%	80%	75%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep			
Year 1			
Year 2			
Year 3			
Year 4			
Year 5			
Year 6			

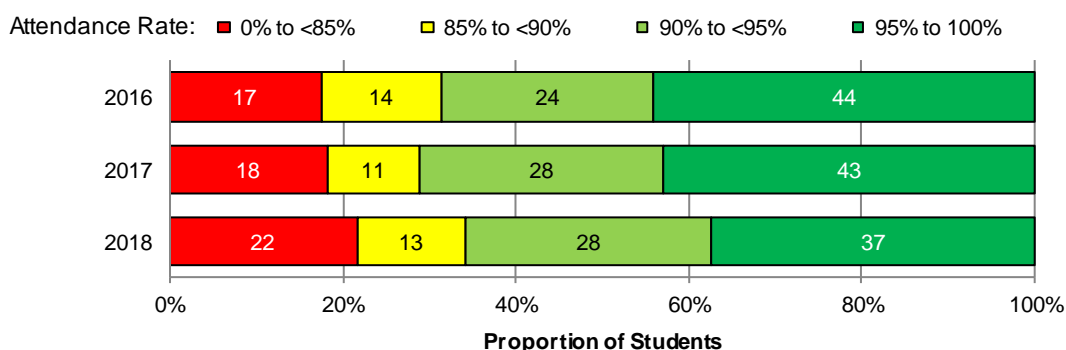
Year level	2016	2017	2018
Year 7	92%	93%	91%
Year 8	91%	91%	90%
Year 9	90%	92%	89%
Year 10	91%	90%	89%
Year 11	90%	89%	90%
Year 12	90%	91%	91%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

School rolls are marked by teachers in care class at the beginning of each day. After care class, administration officers contact home to inform parents/carers of their child's absence from school and to obtain an explanation for this.

Teachers mark class rolls at the beginning of every lesson and anomalies from the start of the day are tracked by an administration officer and reported to the relevant year level Head of Department or Deputy Principal.

Attendance is recorded on the school report cards. If students have a high percentage of unexplained absences then letters are sent to the parent and the DET process for managing unsatisfactory attendance is followed.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
1. Enter the school name or suburb of the school you wish to search.

2. Click on 'View School Profile' of the appropriate school to access the school's profile.

3. Click on 'NAPLAN' to access the school NAPLAN information.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	79	91	86
Number of students awarded a QCIA	1	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	78	91	84
Percentage of Indigenous students awarded a QCE at the end of Year 12	75%	100%	100%

Description	2016	2017	2018
Number of students who received an OP	31	43	22
Percentage of Indigenous students who received an OP	0%	20%	25%
Number of students awarded one or more VET qualifications (including SAT)	52	56	65
Number of students awarded a VET Certificate II or above	47	51	60
Number of students who were completing/continuing a SAT	8	13	19
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	87%	77%	68%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	90%	97%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	7	9	3
6-10	9	12	6
11-15	11	12	6
16-20	4	10	5
21-25	0	0	2

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	29	29	1
Certificate II	45	49	56
Certificate III or above	4	6	11

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

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

- Certificate II in Hospitality
- Certificate II in Rural Operations

Students at Biloela State High School completed the following certificate courses using an external RTO:

- Certificate II in Electro-technology
- Certificate II in Resources Infrastructure & Work Placement
- Certificate II in Self Awareness & Development
- Certificate II in Salon Assistant
- Certificate II in Skills for Work and Vocational
- Certificate III in Business
- Certificate III in Business Administration
- Certificate III in Early Childhood Education and Care

- Certificate III in Floristry
- Certificate III in Horsemanship
- Certificate III in Hospitality

Students at Biloela State High School converted from school-based into full-time apprenticeships and traineeships on completion of Year 12 2018:

- Certificate III in Carpentry
- Certificate III in Commercial Cookery
- Certificate III in Engineering Mechanical
- Certificate III in Hairdressing

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	75%	77%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	57%	56%	83%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Biloela State High School encourages students to remain at school to complete year twelve 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.

Biloela State High School works closely with school support personnel (Guidance Officer and Youth Support Coordinator) and local support agencies to support students who leave school early. This support may include linking students with employers, TAFE and RTO's.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.biloelashs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>