



Burnett State College

# ANNUAL REPORT 2016

Queensland State School Reporting

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

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## School Overview

Burnett State College is a progressive coeducational learning institution, providing quality education and training for over 240 rural students in Years 7 to 12. Considered one of the best rural secondary centres in Queensland, the College is situated in the North Burnett region, west of Maryborough and Bundaberg and predominately services the three main centres of Gayndah, Biggenden and Mundubbera, as well as a cluster of surrounding smaller rural communities and as forms the southernmost perimeter of the newly formed Central Queensland Region. The college has a long term reputation as a school offering a personal environment with a futuristic approach to learning, where students can grow with confidence and develop leadership and values that will apply to all aspects of life beyond school. In the junior school, years 7, 8 and 9, the students will experience both an elective and core curriculum that prepares them well for the stepping stone into senior studies in the future. The senior school, years 10, 11 and 12, the students enjoy a focused curriculum that provides pathways to future study, full time employment or numerous trainee or apprenticeships. An emphasis is placed on digital innovation and a culture where skills and knowledge are developed and encouraged so students are ready for the global world in which we live. Our student results, in comparison to 'Like Schools' have rated among the very best in Queensland, with 98% of the graduating students achieving one or more exiting qualifications. The school positions itself as a high achieving academic school and one that reinforces a belief that students in all communities, large or small, have access to the very best opportunities for education and training. As a Registered Training Organisation, a partner with Wide Bay TAFE and a leader in the delivery of Vocational Education and Training, the college boasts a very high post-school placement into employment as well as a high percentage of OP eligible students receiving offers of QTAC placements. Through programs such as Positive Behaviour for Learning (PBL) and Social and Emotional Learning (SEL), the college continues to successfully create an atmosphere and expectation of confidence in the wider community circles. Morale remains extremely high with the 2016 School Opinion Survey showing staff satisfaction at 100% and community values positively enhanced through such measures as the popularity of the Open Roads Learning Support Centre where students can receive added assistance, as well as support with behavioural correction and various social issues and the take-home computer laptop program, which allows rural students to stay in contact with staff 24 hours a day if required. The college is a popular choice for students to get a disciplined and quality education. Burnett State College continues to be a receptor of great community pride, led by the guiding question: Is this project, initiative, issue, or challenge maximising the potential of our students, teachers, staff and the community? This links directly to our school vision of 'Valuing Our Future - Maximising Potential'.

## Principal's Forward

### Introduction

The Burnett State College Annual Improvement Plan has as its theme: "Know your Students". The three targets set by the staff and relayed to the students and carers are: 1. Relationships- between staff, students and the community. 2. Data- using student achievement tracking data to monitor student progress and target our teaching strategies to improve student outcomes. 3. Differentiation- ensuring every student is able to succeed to their full potential.

### School Progress towards its goals in 2016

The college has made significant progress towards achieving our Annual Improvement Plan targets. Our Annual Improvement Plan theme is "Know your students". Target 1: Improved relationships- staff, student and community. The college continues to support our students in all areas of their development. The college welfare team meets fortnightly to track students identified as needing emotional support. Students are strongly supported by staff to participate in all extracurricular and sporting activities. As well as a wide range of sporting excellence that the college is noted for, students participate in the school's leadership team via the student council program where student representatives from every home group class have direct input into decisions affecting the student body. The students are represented by the Academic, Activities, Publicity, Resource, Sport and Graduation Committees. The

school has strong commitment to indigenous cultures with the annual Cultural Conversations event. Additionally, each term the school selects and celebrates an activity e.g. White Ribbon Day challenging domestic violence. These activities bring all of our community together. Target 2: Student achievement tracking and improvement. Our student achievement and data tracking program introduced in 2016 now monitors every student from Year 7 to 12 and staff meet immediately after each major reporting period to examine student achievement data and discuss strategies to support students. Target 3: Differentiation. The college has strong commitment to ensuring every student succeeds. Our Special Education Program ensures 100% of students with a disability participate in mainstream classes. Staff are committed to supporting all students and strive to move students along their learning journey.

### **Future Outlook**

The college has continued to achieve success in the three target areas defined in the Annual Improvement Plan in 2017. Relationships: Our students continue to succeed and participate in all areas of the extra-curricular sphere. The college supports a range of activities to encourage stronger staff, student and community relationships including our Cultural Conversations Indigenous Cultures Day, national celebrations such as ANZAC Day and charity support days. Data tracking and student achievement: In the first term of reporting for 2017, 85% of all students in every year level achieved in the A-C range. A further 45% of these students achieved in the A + B range. Differentiation: In 2017 the college has continued to strive for differentiation in all classes. In 2017 the college initiated a junior differentiation maths trial program in two classes of year 7 enlisting the support of a regional maths differentiation expert. Our Special Education Staff have in-serviced all teachers on differentiation teaching skills and how to incorporate differentiation into their planning.

Our college continues to implement the Explicit Teaching strategy and is moving towards a Bring Your Own Device model of computer support. The college has begun preparations for the new Tertiary Enrolment process for 2019 by staging trial external exams in English and Mathematics B with our current year 11 students.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	No
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2015*</b>	258	137	121	33	91%
<b>2016</b>	248	123	125	36	91%
<b>2017</b>	250	131	119	39	99%

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.

### Characteristics of the Student Body

#### Overview

Burnett State College is a progressive co-educational learning institution, providing quality education and training for over 250 rural students in Years 7 to 12. The school's rural setting is an attractive environment for staff and students. Considered one of the best rural secondary centres in Queensland, the College is situated in the North Burnett region, west of Maryborough and Bundaberg and, since 2010 has formed the southernmost perimeter of the Central Queensland Region. It predominately services the three main centres of Gayndah, Biggenden and Mundubbera, as well as a cluster of surrounding smaller rural communities. The college has students from a wide socio-economic range and cultural diversity. 15% of our students are from indigenous backgrounds and the college has a strong tradition of supporting indigenous initiatives. Our special education program is based on the inclusive model with all special education students attending mainstream classes. The college enjoys a 99% enrolment continuity and many students successfully transitioning into the wider world of work and study. The college has a long time reputation as a school offering a personal environment with a futuristic approach to learning, where students can grow with confidence and develop leadership and values that will apply to all aspects of life beyond school.

#### Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016*	2017
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	18	17	18
Year 11 – Year 12	16	14	15

\*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 at Burnett State College maintain a reputation for academic excellence through the delivery of high quality academic programs, which include the following:

- Junior KLA focus areas:
  - English, Mathematics, Science, Health & Physical Education, Languages other than English, the Arts, Studies of Society and Environment, and Technology.
- The Senior areas:
  - Boards subjects of Maths, English and Science.
  - Vocational Education and Training (VET) subjects in conjunction with Wide Bay TAFE.
  - Certification in the subjects of Agriculture, Hospitality, Business and Information and Technology.
  - Curriculum offerings are also enhanced by the focus on the numerous School based Traineeships Opportunities.

### Co-curricular Activities

The College participates in an Interschool Sport Program but remains challenged by the distance between schools. Rugby League participation continues to increase, along with Netball and Touch Football. The College has introduced a school sports package for participation convenience and promotes the "Thunder" logo as a school mascot and identity.

- Cross Country, Athletics and Swimming Sports Carnivals are held each year for the enjoyment and spirit of competing for your house. The school has 3 sporting houses that adopt individual traditions. The Allindarra "Rangers", the Tarumbul "Tigers" and the Wandarang "Devils" all take to the sporting venues to compete for the coveted shield awarded at the end of the year.
- The College remains committed to maintaining the growth of an Instrumental Music Program, and Bi-annual musicals are now consistently on the calendar.
- Each term the College holds a School Dance, generally at the town hall and with a theme attached.
- Defensive Driving Courses are arranged for our Special Needs Students and those striving to become learner drivers in Year 11 as well.
- Rural activities remain a strong element of our academic and co-curricular programs and our students participate in cattle shows and run a profitable citrus orchard.
- The college has established links with the local Railway Museum and Men's Shed groups and our students, male and female, are working at school to restore historical machines.

### How Information and Communication Technologies are used to Assist Learning

Burnett State College remains committed to being a state wide technology leader in like schools throughout Queensland. The College provides every student at the school with access to a computer, which are utilised each day through such avenues as Virtual schooling, Web design and research and various other forms of online learning. Burnett State College has been an early achiever of the one to one ratio for its students for some time now and will achieve total wireless connection throughout the school well ahead of the planned requirements. All computers in the school are less than 4 years old. Teaching staff utilise technology effectively in all subject areas with a model of curriculum and technology integration and students have the luxury of being in 24 hour contact with teaching staff to ask questions or send draft assignments outside normal school hours.

The college is moving towards a "Bring your own device" model of computer delivery. In 2018 students will have the choice of remaining in the current system or bringing their own computer. In 2019, the year 9 students will all be expected to bring their own device and this process will roll out across all grades on a progressive basis in future years. There will always be access to computers onsite for students unable to provide their own device.

Data projectors are commonly used in the delivery of curriculum and even the tuckshop uses a cashless system with student swiping their debit cards to purchase food. The College employs a full-time computer technician and our feeder schools remain committed to accessing our technician on a casual basis.

## Social Climate



## Overview

Burnett State College has continued to develop and enhance the unique and effective Learning Support initiative called the "Open Roads" Learning Support program. This program not only caters for academic deficiencies and behaviour modification issues, but through very direct link between our students and the school's many support staff (including the School Chaplain, Youth Support Coordinator, School Nurse, Guidance Officer and Literacy and Numeracy staff), this is a major initiative that solves effectively any bullying issues that may arise through swift and effective counselling sessions.

This unique initiative helps to create a positive social atmosphere among students and with a very high success rate of problems solved and sustainable outcomes achieved. As well as Open Roads, the school continues to thrive under the Glasser Choice Theory model where all members of the school community are responsible their behaviour choices and the consequent outcomes. This model sets the tone for an emphasis being placed on positive behaviours within the whole school environment. With both the "Open Roads Learning Support Centre and the Positive Behaviour Initiative in place at the school the issue of bullying within the school is virtually non-existent. Burnett State College has a reputation as a very pleasant and safe environment in which to teach and learn. Pastoral care issues are well supported through the school's Combined Schools Chaplaincy program, where such popular activities as the Chaplain's Breakfast once a week and various morning teas and scrap booking sessions tend to create a real interest in those students who truly need support in some capacity. The well supported social climate in the school is not just limited to the support staff, but in a rural location students confide in many staff and this is reflected in the student's high opinion of their school, feeling that they can talk to their teachers about my concerns.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	96%	96%	82%
this is a good school (S2035)	88%	96%	82%
their child likes being at this school* (S2001)	88%	96%	82%
their child feels safe at this school* (S2002)	83%	96%	88%
their child's learning needs are being met at this school* (S2003)	88%	92%	82%
their child is making good progress at this school* (S2004)	92%	96%	82%
teachers at this school expect their child to do his or her best* (S2005)	100%	88%	82%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	83%	76%
teachers at this school motivate their child to learn* (S2007)	100%	88%	76%
teachers at this school treat students fairly* (S2008)	75%	79%	76%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	82%
this school works with them to support their child's learning* (S2010)	100%	92%	81%
this school takes parents' opinions seriously* (S2011)	83%	92%	81%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
student behaviour is well managed at this school* (S2012)	75%	84%	71%
this school looks for ways to improve* (S2013)	96%	92%	87%
this school is well maintained* (S2014)	100%	100%	94%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	86%	88%	88%
they like being at their school* (S2036)	87%	79%	84%
they feel safe at their school* (S2037)	92%	93%	91%
their teachers motivate them to learn* (S2038)	86%	89%	86%
their teachers expect them to do their best* (S2039)	96%	97%	95%
their teachers provide them with useful feedback about their school work* (S2040)	89%	89%	90%
teachers treat students fairly at their school* (S2041)	74%	82%	68%
they can talk to their teachers about their concerns* (S2042)	73%	79%	74%
their school takes students' opinions seriously* (S2043)	80%	79%	77%
student behaviour is well managed at their school* (S2044)	79%	86%	79%
their school looks for ways to improve* (S2045)	94%	93%	93%
their school is well maintained* (S2046)	93%	93%	93%
their school gives them opportunities to do interesting things* (S2047)	76%	84%	90%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	100%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	91%	88%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	90%	95%	83%
students are encouraged to do their best at their school (S2072)	100%	100%	92%
students are treated fairly at their school (S2073)	97%	97%	87%
student behaviour is well managed at their school (S2074)	100%	100%	92%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
staff are well supported at their school (S2075)	94%	100%	87%
their school takes staff opinions seriously (S2076)	88%	97%	87%
their school looks for ways to improve (S2077)	100%	100%	100%
their school is well maintained (S2078)	100%	100%	97%
their school gives them opportunities to do interesting things (S2079)	94%	97%	92%

\* 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

Through the Parents' and Citizens' Association we encourage active parent involvement in our decision making forums. It is one of the college's Annual Improvement Plan goals to develop positive and caring interpersonal relationships between students, teachers and the community. The Parents' and Citizens' Association meets on the third Tuesday of each month at 6:30pm in the school's common room. In addition to normally scheduled Parent-Teacher interviews and a popular "Meet and Greet" evening, the school has been very successful in allowing parents/carers to become familiar with our campus and to have an interactive conversation with our staff in a very social atmosphere. Our Parents have also been a big part of the opinions and comments involved in our decision making process at the College. Parents are also involved with the decision making process of their child's future pathways as they meet with school administration and their son or daughter in year 10 during the Senior Education and Training process. These plans initiate their entry into the senior phase of their compulsory years of learning. The college always works with parents to meet the requirements of students with diverse learning needs.

### Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The college strongly encourages all staff and students to "find help" if they are experiencing difficulty. Our welfare team is coordinated by a Head of Department and meets fortnightly to monitor any students identified as being "at risk". Appropriate actions, counselling, monitoring, intervention and programs are employed to intervene and support these students.

### 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	36	24	47
Long Suspensions – 6 to 20 days	0	0	8
Exclusions	0	0	0
Cancellations of Enrolment	0	5	6

\* 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. Burnett State College has implemented several programs to reduce its carbon footprint and become a more energy efficient institution. Installation and connection of Solar Panels onto the roof of "A" Block has given the school the opportunity to not only save electricity through solar intake, but also allow students to monitor the savings by way of computer observation and reporting. A new 80,000 gallon water tank provides ample water supplies specifically during future problem drought or flooding issues.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	123,351	11,778
2014-2015	125,364	10,093
2015-2016	67,297	19,668

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/>.

### Find a school

School name

Suburb, town or postcode

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	27	25	<5
Full-time Equivalents	25	16	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	3
Graduate Diploma etc.**	1
Bachelor degree	26
Diploma	7
Certificate	22

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honors 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 \$ 22,210.

The major professional development initiatives are as follows:

1. Beginning teachers attending Choice Theory training.
2. Teachers engaging in subject specific professional development.
3. Staff attending PD related to the new Australian Tertiary Admissions Rank (ATAR) system.

The proportion of the teaching staff involved in professional development activities during 2016 was 91%.

### Staff Attendance and Retention

#### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	98%

#### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 88% 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).	89%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	79%	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%.

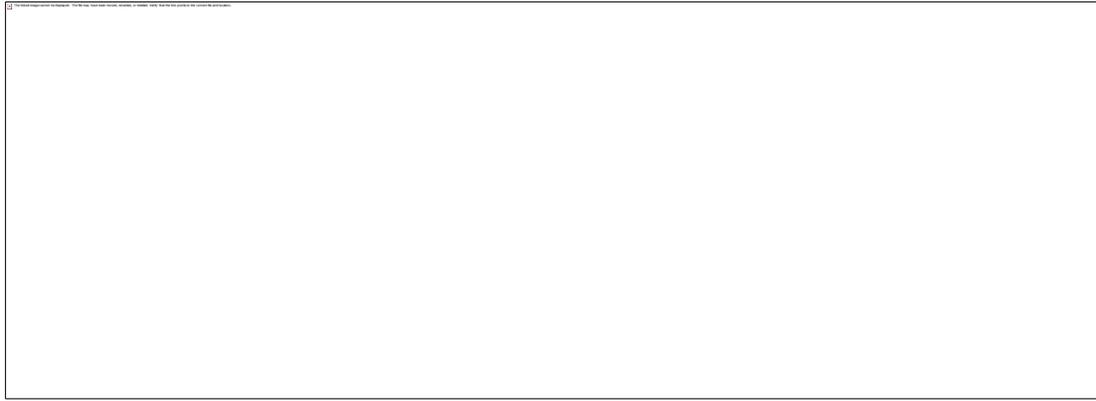
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Pre p	Yea r 1	Yea r 2	Yea r 3	Yea r 4	Yea r 5	Yea r 6	Yea r 7	Yea r 8	Yea r 9	Yea r 10	Yea r 11	Yea r 12
2014									95%	89%	84%	89%	90%
2015								90%	93%	90%	84%	85%	92%
2016								93%	89%	88%	85%	88%	87%

\*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.

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. At Burnett State College all absences from school must be explained by letter, email or phone call at the time of the absence. If students are absent in excess of three days without prior notification, an Absentee Letter may be sent from the school requesting an explanation. Class rolls are cross checked daily, beginning with the Home Group sessions in the morning and at the beginning of each class session during the day. Absentee notes should be taken to the Home Group teacher or the office. Student attendance is then double checked through a new initiative of electronic transmission informing parents that their child has not attended school on the day, which is received via the parents' mobile phones later in the day. Students may be given permission to leave school during the day to attend doctor, dentist appointments, funeral, etc. provided a note is sent from home explaining the situation. Students arriving late for school or wishing to leave early must report to the office. Students will then be asked to sign in and/or out in the registers kept at the office. Any student in out of home care who is absent has their carer contacted immediately by the office staff. In 2017 the college has begun a pro-active attendance celebration program where any student whose attendance exceeds 95% per term is invited to a luncheon. Additionally, students not exceeding the 95% target are precluded from extra-curricular activities.

### **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

GO

Sector:

Government

Non-government

SEARCH

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

School 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	34	32	42
Number of students awarded a Queensland Certificate of Individual Achievement.	0	3	1
Number of students receiving an Overall Position (OP)	17	16	13
Percentage of Indigenous students receiving an Overall Position (OP)	50%	25%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3	8	13
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	28	28	38
Number of students awarded an Australian Qualification Framework Certificate II or above.	23	21	35
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	30	29	38
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	75%	100%
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.	94%	69%	54%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	97%	100%

OUTCOMES FOR OUR YEAR 12 COHORTS				
Description	2014	2015	2016	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	89%	100%	

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

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	2	9	5	1	0
2015	1	5	5	5	0
2016	1	2	4	6	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	11	21	10
2015	16	20	6
2016	26	33	11

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

Students were awarded Certificates 1 and/ or 2 and/ or 3 in a range of subjects including agriculture, engineering, business, IT and hospitality.

#### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12				
Description	2014	2015	2016	
Year 12 student enrolment as a percentage of the Year 10 student cohort.	69%	97%	84%	
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	33%	200%	83%	

\* 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.burnettsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

#### Early leavers information

Burnett State College has a policy of ensuring all students leave school and enter employment or training/ further education. This is especially important if students choose to leave their high school studies before the end of Year 12 completion.

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

The main destinations for our 2016 students recorded in the Next Steps Survey are as follows:

In 2016, 55.6% of young people who completed Year 12 at Burnett State College in 2015 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (25.9%). The combined VET study destinations accounted for 29.6% of respondents, including 14.8% in campus-based VET programs, with 3.7% of Year 12 completers entering programs at Certificate IV level or higher. 14.8% commenced employment-based training, either as an apprentice (7.4%) or trainee (7.4%).

In addition to the above study destinations, a further 14.8% of respondents from this school deferred a tertiary offer in 2016 (deferrers are included in their current destination). 44.4% did not enter post-school education or training, and were either employed (33.3%) or seeking work (11.1%).

## Conclusion

Burnett State College has long and proud tradition of educating young people into the adult phase of their learning and employment. The college is committed to delivering the best educational outcomes for each and everyone one of its students and working with parents and carers to ensure our young people are lifelong learners and valuable citizens in our community.

