



Burnett State College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Burnett State College is a progressive coeducational learning institution, providing quality education and training for over 230 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 forms the southernmost perimeter of the Department of Education, Central Queensland Region. The college has a 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 experience both an elective and core curriculum that prepares them well for their journey into senior studies. In the senior school, years 10, 11 and 12, the students enjoy a focused curriculum that provides pathways to future tertiary study, full time employment or numerous traineeships 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. The college Vocational Education and Training program (VET) has an agricultural focus with students able to complete Certificates 1 and 2 in Agriculture. The college is also a partner with the Department of Agriculture and Fisheries, Brian Pastures research facility and the Kingaroy TAFE in delivering the Certificate 3 in Agriculture. 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. Morale remains a key focus area and community values positively enhanced through such measures as the popularity of the Open Roads Learning Support Centre where students can receive added assistance with Literacy and Numeracy, as well as support with behavioural correction and various social issues. The Bring Your Own Laptop Program (BYO Laptop) allows students to stay in contact with their learning program and teachers at all times. 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'.

School progress towards its goals in 2018

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 achievements 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 winning the regional Aboriginal and Torres Strait Islander Academic Program competition (ATSIAP) in 2017 and 2018. Our college Cultural Conversations Indigenous Cultures Day annual celebrations are seen as a learning event for all students to understand Aboriginal culture. Additionally, each term the school selects and celebrates an activity e.g. Bullying- No Way! and White Ribbon Day challenging domestic violence. These activities bring all of our community together. Target 2: The Burnett State College Way of Doing. 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: Curriculum: be an active learner. The college has successfully started a Bring Your Own Laptop program (BYOL) enabling students to connect with their studies and teacher at all times. Differentiation: The college has a 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 2019. 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. Burnett Way of Doing: the college has embarked on the Positive Behaviour for Learning model. The college has begun reviewing our behaviour management and Social Emotional Learning models. Curriculum: Data tracking and student achievement. In the first term of reporting for 2019, 78% of all students in every year level achieved in the A-C range. A further 46% of these students achieved in the A + B range. Differentiation: In 2019 the college has continued to strive for differentiation in all classes. 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 has initiated a Bring Your Own Laptop model of computer support. Classes in Year 9 and 10 now have 95% use of their own devices. The college has continued 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. Staff have attended professional development for the new system as provided by the Queensland Curriculum and Assessment Authority (QCAA). The college has completed information evenings for our community to inform them of the changes beginning in 2019.

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	248	248	233
Girls	123	127	121
Boys	125	121	112
Indigenous	36	41	38
Enrolment continuity (Feb. – Nov.)	91%	95%	93%

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

Burnett State College is a progressive co-educational learning institution, providing quality education and training for over 230 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 forms 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. 18% 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 >90% enrolment continuity and the majority of students successfully transition 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

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

Phase of schooling	2016	2017	2018	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.
Year 7 – Year 10	17	18	19	
Year 11 – Year 12	14	14	11	

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, Art, Studies of Society and Environment, and Technology, Dance and Drama.
- The Senior areas:
 - General subjects of Maths, English, Chemistry, Physics, Geography, Biology, Health, Art and Physical Education. Applied subjects include Essential English and Maths, Engineering Skills, Tourism, Recreational Sport, Hospitality Studies and Information Communication and Technology.
 - Vocational Education and Training (VET) subjects in conjunction with South West TAFE.
 - Certification in the subjects of Agriculture.
- Curriculum offerings are also enhanced by opportunities for School Based Traineeships.

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.
- 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 computers through the Bring Your Own Laptop program and two computer laboratories which are utilised each day for research and engaging in the online learning platform, Blackboard. Burnett State College has been an early adopter of the one to one ratio for its students and has achieved total wireless connection throughout the school. 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 capability to be in 24 hour contact with teaching staff to ask questions or send draft assignments outside normal school hours.

The college has started a "bring your own laptop" model of computer delivery. In 2019, the year 9 and 10 students are 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. The college successfully participated in the 2019 NAPLAN online trial.

Data projectors are commonly used in the delivery of curriculum and the tuckshop uses a cashless system with student using their school ID cards to purchase food. Parents are able to use the Qkr electronic payment method to pay fees or add money to their child's accounts. The College employs a full-time computer technician.

Social climate

Overview

Burnett State College has embarked on the Positive Behaviour for Learning (PBL) program. In 2019, the college will review the behaviour management processes and use the PBL plan to engage students with the behaviour management process and expectations. The college 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 PBL initiative in place at the school, issues of bullying within the school are quickly addressed and resolved. 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 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 their concerns.

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)	82%	71%	68%
• this is a good school (S2035)	82%	55%	62%
• their child likes being at this school* (S2001)	82%	81%	76%
• their child feels safe at this school* (S2002)	88%	79%	74%
• their child's learning needs are being met at this school* (S2003)	82%	64%	71%
• their child is making good progress at this school* (S2004)	82%	79%	76%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	82%	76%	82%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	76%	69%	84%
• teachers at this school motivate their child to learn* (S2007)	76%	64%	73%
• teachers at this school treat students fairly* (S2008)	76%	61%	65%
• they can talk to their child's teachers about their concerns* (S2009)	82%	76%	81%
• this school works with them to support their child's learning* (S2010)	81%	66%	68%
• this school takes parents' opinions seriously* (S2011)	81%	50%	51%
• student behaviour is well managed at this school* (S2012)	71%	49%	51%
• this school looks for ways to improve* (S2013)	87%	55%	65%
• this school is well maintained* (S2014)	94%	95%	89%

* 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)	88%	87%	82%
• they like being at their school* (S2036)	84%	83%	76%
• they feel safe at their school* (S2037)	91%	91%	92%
• their teachers motivate them to learn* (S2038)	86%	87%	89%
• their teachers expect them to do their best* (S2039)	95%	97%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	90%	84%	89%
• teachers treat students fairly at their school* (S2041)	68%	72%	68%
• they can talk to their teachers about their concerns* (S2042)	74%	72%	80%
• their school takes students' opinions seriously* (S2043)	77%	68%	71%
• student behaviour is well managed at their school* (S2044)	79%	69%	65%
• their school looks for ways to improve* (S2045)	93%	88%	87%
• their school is well maintained* (S2046)	93%	90%	85%
• their school gives them opportunities to do interesting things* (S2047)	90%	78%	87%

* 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)	100%	79%	80%
• they feel that their school is a safe place in which to work (S2070)	100%	87%	90%
• they receive useful feedback about their work at their school (S2071)	82%	64%	70%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	86%	79%

Percentage of school staff who agree# that:	2016	2017	2018
• students are encouraged to do their best at their school (S2072)	92%	95%	80%
• students are treated fairly at their school (S2073)	87%	74%	63%
• student behaviour is well managed at their school (S2074)	92%	72%	50%
• staff are well supported at their school (S2075)	87%	51%	63%
• their school takes staff opinions seriously (S2076)	87%	54%	61%
• their school looks for ways to improve (S2077)	100%	69%	87%
• their school is well maintained (S2078)	97%	95%	97%
• their school gives them opportunities to do interesting things (S2079)	92%	72%	83%

* 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 7:00 pm 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 education programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. The "wellness" program runs one morning each week and focusses on a wellness topic e.g. healthy eating or bullying. The college strongly encourages all staff and students to "find help" if they are experiencing difficulty. Our welfare team is coordinated by our Guidance Officer 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

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	47	46	74
Long suspensions – 11 to 20 days	8	3	2
Exclusions	0	1	1
Cancellations of enrolment	6	1	0

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

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. The college encourages all members of the school community to be power wise and reduce power use at all times. An 80,000 gallon water tank provides ample water supplies specifically during future problem drought or flooding issues.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	67,297	103,206	116,485
Water (kL)			1,927

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.

School profile NAPLAN Attendance Finances VET in schools Senior secondary Schools map

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	27	21	<5
Full-time equivalents	25	15	<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	0
Masters	3
Graduate Diploma etc.*	1
Bachelor degree	26
Diploma	7
Certificate	22

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$24,647.00

The major professional development initiatives are as follows:

- The new QCE system has been a major project for Education Queensland in 2018/19. The college has ensured all staff have had access to the Professional Development in their subject areas to ensure a smooth transition for students and the wider community.
- The entire college staff were able to participate in the 2 day Social Emotional Training program in January 2019.
- The college also supports staff in their efforts to develop their professional subject development.

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.	98%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 96% 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	88%	91%	90%
Attendance rate for Indigenous** students at this school	80%	85%	85%

* 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

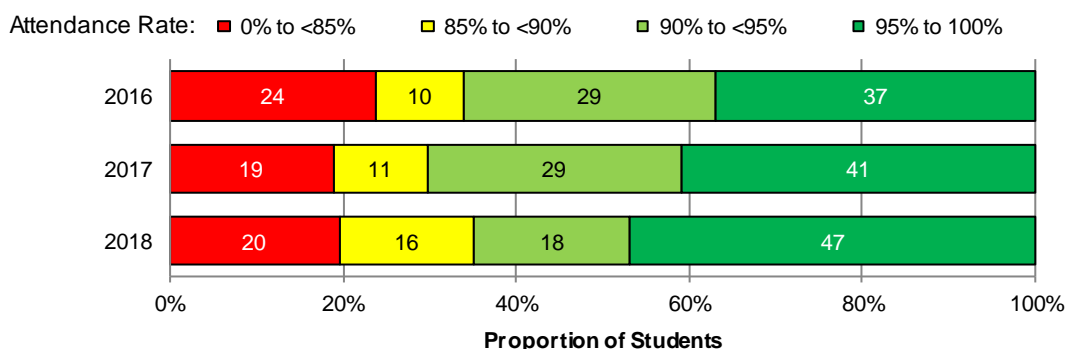
Year level	2016	2017	2018
Year 7	93%	93%	93%
Year 8	89%	94%	92%
Year 9	88%	90%	89%
Year 10	85%	87%	86%
Year 11	88%	91%	87%
Year 12	87%	92%	90%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. 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).
3. 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.

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, a phone call or 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. Students in out of home care who are absent will have their carers contacted immediately by text to inform them. 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 electronic register kept at the office.

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 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/>.
2. Enter the school name or suburb of the school you wish to search.

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

4. 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	42	48	39
Number of students awarded a QCIA	1	3	2
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	38	45	37
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	86%	100%
Number of students who received an OP	13	22	16
Percentage of Indigenous students who received an OP	20%	57%	0%
Number of students awarded one or more VET qualifications (including SAT)	38	41	36
Number of students awarded a VET Certificate II or above	35	33	29
Number of students who were completing/continuing a SAT	13	5	9
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	54%	77%	50%
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	100%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	94%

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	1	5	1
6-10	2	3	3
11-15	4	9	4
16-20	6	5	8
21-25	0	0	0

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	26	33	18
Certificate II	33	32	28
Certificate III or above	11	6	4

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).

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	84%	94%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	83%	100%	80%

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.

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.

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.

The destinations of young people who left the school after completing Year 12 are described below. In 2018, 87.8% of Year 12 completers from Burnett State College were engaged in education, training or employment in the year after they completed school. Of the 41 respondents, 56.1% continued in some recognised form of education and training. The most

common study destination was bachelor degree.
A further 31.7% transitioned directly into paid employment and no further study.

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