

St Andrew's Anglican College

Vision and Spirit



School sector:	INDEPENDENT
School's address:	40 Peregian Springs Drive PEREGIAN SPRINGS QLD 4573
Total enrolments:	825
Year levels offered:	PREP – YEAR 12
Co-educational or single sex:	CO-EDUCATIONAL

College Details

St Andrews Anglican College is a co-educational school located in the Forrester Kurts' development at Peregian Springs. It currently has enrolments from Prep to Year 12 in our 7th year of operation.

Enrolment growth at St Andrew's Anglican College has continued to outstrip projections since the College opened in 2003. This growth is not only a measure of local residential growth and subsequent demand for additional student places in a Christian school but also reflects the quality of education programs and services provided St Andrew's. This demand for additional places resulted in a review of the ultimate College capacity during 2004 and a subsequent re-master planning of the whole College during 2005. This process has increased the ultimate capacity of the College from 960 students to 1250 students. The College enrolments will grow from 825 in 2008 to 920 in 2009 and 980 by 2010.

Mission Statement

As an Anglican College we strive to foster a challenging educational environment where we learn and grow holistically.

St Andrew's is a supportive, inspiring Sunshine Coast community with a spirit based on Christian principles of love of God and service to others.

St Andrew's has a vision of excellence promoted in all aspects of College life, management and governance.

Goals

To provide an inspiring and excellent educational environment for children from Early Childhood to Year 12, within a Christian framework.

To encourage the best possible learning outcomes for all students through the establishment of a well-developed curriculum and a holistic education which incorporates a high calibre pastoral care network and a varied and challenging co-curricular programme.

Objectives

To encourage spiritual growth in students.

To achieve the highest level of academic stimulation and facilitation of the learning process.

To engage dedicated and professional staff who are motivated to maximising opportunities and outcomes for students.

To welcome involvement of the community in the life of the College.

To develop a high calibre pastoral care system.

To establish a campus which reflects Christian values, careful management of the natural ecosystems of the College campus, awareness of environmental issues, healthy lifestyle choices and a desire to be a contributing member of the wider community.

First and foremost, St Andrew's is a **Christian** College and students are given every encouragement to grow spiritually while they are members of the College community. The awareness of the importance of a spiritual journey will hopefully remain with students long after they graduate from St Andrew's and throughout their lives. Christ's example and teachings underpin the ethos of the College, and the mutual respect, on which the College is built, is reflective of Christian values.

St Andrew's is specifically an **Anglican** College and a member of the Queensland Anglican Schools' Commission. It proudly reflects the traditions of care, academic rigour and commitment to the holistic education of the individual for which leading Anglican Schools are well known. The College will develop strong ties with the local Anglican parishes of Coolum and Noosa.

St Andrew's has its eyes firmly on both the **present** and the **future**. The students of today will face ever-increasing changes in the amount of and the accessibility of knowledge as they grow up. The role of a 'school of the future' is to plan to serve the needs of its students for the future, and to retain what is good from past practice. Special emphasis will be given to the role of technology and how it can serve students' educational needs in the best possible way.

St Andrew's is a **College for the community**, and in particular serving the needs of families in the northern end of the Sunshine Coast of Queensland. Strong ties will grow between the College and community groups, local businesses, other schools and universities.

In addition to these aspects, St Andrew's is also an **environmentally aware College**, being situated on a stunning campus, rich with flora and fauna of great beauty. The Litoria Olongburensis (Wallum Tree Frog) is a protected specimen and inhabits specific areas of our College site. This in addition to other rare or threatened species of fauna and flora will be fully considered as development of the College Site occurs. They will certainly add a richness to our College environment and we are privileged to be able to learn in such a naturally rich environment.

As demonstrated by the College motto – **Vision and Spirit** – St Andrew's is a place where emphasis is placed firmly on the ability to imagine a good learning journey ahead, and to ensure an excellent level of enthusiasm and energy among staff and students.

Expectations of all members of the College community, in terms of behaviour and respect for others, are high, as are the standards of personal presentation and wearing of the College uniform.

Philosophy of the Education Program

St Andrew's approach to curriculum encompasses academic traditions, the best current practices in educational delivery and some distinctive innovations. St Andrew's is a

College for the Future and it aims to equip students in the best possible way for their exciting futures. Most importantly, at St Andrew's, students have every opportunity to become excellent independent learners, good team players and responsible citizens.

The Primary Years - Prep to Year 6

The Prep Year

The Prep Program is a full-time learning experience which is very much the first formal year of schooling. To be enrolled in this program children must be 5 years old before 30 June.

The Prep Program introduces students to literacy and numeracy in a structured format incorporating many hands on activities. It provides students with the experience of being part of the College and familiar with its expectations in an age-appropriate and caring environment. Our Prep class sizes are kept a maximum of 25 and classes have a qualified Early Childhood Teacher as well as a Teacher Aide at all times.

Years 1 - 6

Providing students in the Primary years with a sound foundation in literacy and numeracy is the central goal of our Primary Curriculum. Student's progress is carefully monitored and each teacher identifies students within the class who would benefit from extension work or learning support. The class teacher co-ordinates with the Special Needs teacher, the adaptation of the curriculum delivery so as to cater for the academic needs for these students.

The Middle Years - 7 to 9

A dedicated team of experienced Middle Schooling teaching professionals have been appointed and offer a quality academic program where the skills and passion of the teacher in their particular field are blended with teaching practice that best suits the particular needs of adolescent children. The special needs of young adolescents are addressed through out the middle schooling environment and a smooth transition is created for students as they move from the primary environment to a secondary situation. In Middle School there is an emphasis on establishing sound study and homework habits which will benefit all students throughout their school life.

Students in Years 7 and 8 do not select electives. In addition to their class teacher they are exposed to other specialist teachers in the areas of Mathematics, Art, Science, Sport and Music. As students have the opportunity to negotiate some of their studies, they may explore other elective type content relevant their negotiated learning.

Students in Year 9 are able to select elective areas of study from the following: Music, Drama, Art, Chinese, Hospitality & Textiles, Literature Studies and Information Technology.

The Senior School - 10 to 12

The senior curriculum has been designed to be a consolidation of what has been studied in the 8 Key Learning Areas through the Primary and Middle Schools, plus an introduction to the more specialist approach of Year 11 and 12.

Our current Year 12 students in 2008 are the first in the State to work towards a new Senior Certificate - one which reflects students' increased participation in negotiating their study program.

In Year 10, students study the subjects of, English, Maths, Science, Study of Society and the Environment, Information Technology, Religious Education, Health and Physical

Education and Personal Development. In addition students study two electives chosen from the following subject areas, Chinese Mandarin, Drama, Hospitality/Tourism, Information Technology, Philosophy, Music, Business, Construction, History and Art.

In Year 11 and 12 students have a choice of over 23 subjects, and the option of undertaking further Vocational Education and School-Based traineeship.

After School Tutoring was introduced in 2007 for all students in the Senior School, offered in each discipline for students to access each day of the week, free of charge.

Curriculum

St Andrew's Anglican College has begun to develop a curriculum that while meeting the benchmarks required by the QSA, has developed greater consistency and setting benchmarks of achievement that further challenge academic learning.

In 2008, the College continued investigating the option of integrating the International Baccalaureate Program across each year level from 2010.

Key Learning Areas

The educational approach taken at St Andrew's Anglican College, recognises the Key Learning Areas that form the basis of the curriculum in many schools in Queensland. The 8 Key Learning Areas are:-

English
Science
Technology
The Arts

Mathematics
Studies of Society and the Environment (SOSE)
Health and Physical Education (HPE)
Language other than English (LOTE)

At St Andrew's Anglican College, a ninth Key Learning Area is included – **Religion**. This additional KLA reflects the College's commitment to our faith.

Students' learning achievements are celebrated on a daily basis. Teachers encourage children to achieve to the highest levels of academic knowledge and understanding.

Technology

The role of Technology is a crucial one in providing the best possible learning experiences for students. Of equal importance to the provision of computers in the classroom, is the approach towards technology taken by the staff of the College. St Andrew's is a College, which recognises the need for students to be proficient in the everyday use of computers, and to understand the likely demands of the future in terms of technology. All classrooms are equipped with computers in addition to the College has 4 fully equipped IT Labs as well as a well-resourced Learning Centre.

LOTE – Mandarin Chinese

Mandarin Chinese is the most widely spoken language in the world. It is the official language of China and is spoken as either a first or second language by over 1.2 billion people. China has a rich history encompassing many aspects of literature, art, architecture, music and philosophy. Its influence has gone beyond China to other parts of the world.

Australian governments at the national and state levels are strengthening their ties with China and other Chinese-speaking countries area through trade, educational, and cultural exchanges. Modern Standard Chinese (Mandarin) is a language of trade and commerce in some of the fastest growing economies in the world. China will play a major role in world affairs in the future.

As China begins to open up to the West, there will be opportunities for employment in all areas. International business prefers to hire people who speak more than one language. China is becoming a big market recently, and business people are now looking for people who can speak Chinese.

Learning Mandarin Chinese at St Andrew's Anglican College will provide students with unique opportunities to study a character-based language, which is quite different from their own. It offers them a different dimension of thinking and understanding of other cultures.

Apart from these important factors, Chinese language is a stimulating and interesting language to learn, focusing on characters, which are picture-like symbols of everyday words. Study of Chinese at St Andrew's begins at Prep and continues through to the senior level. The reading and writing of Chinese characters begins in Prep with the youngest of learners showing how easy and fun it is to 'draw Chinese'. The study of Chinese food, music, drama, calligraphy and culture complements the study of Chinese reading, writing and speaking.

Distinctive Curriculum Offerings

St Andrew's participates in programs designed to extend **gifted and talented** children, for example an annual G and T camp organised by the Heads of local Independent Primary Schools, Optiminds and an increasingly broad program within the College of supporting children within classrooms, by acceleration or by extension. In 2008 a full-time Enrichment teacher was employed to facilitate both targeted extension and gifted classes.

The College has an integrated and extensive learning support program, facilitated by a Special Needs Co-ordinator and several teacher aides.

Lifeskills are taught within both core and specialist areas through the Middle School, and our integrated Personal Development program was introduced in 2007 for Year 10 – 12 students, and this will include Career counselling, Study skills, time management and Family Planning Queensland sessions. Primary and Middle School students also receive age-appropriate Family Planning Queensland presentations.

2008 saw the removal of Integrated Studies from the Middle Years Program, to a situation where the core teacher in Year 7 taught specific subjects for more than 50% of the curriculum time. This then transferred into Year 8 when students had a core teacher for English and Humanities, ready for the transition to Year 9 where individual specialist teachers undertake the teaching of subjects. 2009 will see the final stage of this transition as we move toward a dedicated Secondary School with a stronger focus on the pedagogical needs of our Middle Years students.

Extra-Curricular Activities

The philosophy of the St Andrew's Sport Program is one that gives all students the chance to enjoy a range of sports with a high standard of coaching. Excellent sportsmanship and team spirit is valued highly, as is commitment to the team and College. Lifelong interest in the fitness and well-being aspects of Sport, will be a focus in this program.

A wide range of individual and team sports are offered for all year levels. Students will participate in the local school carnivals and have all opportunities to represent their College and District when selected. Parents with expertise in coaching specific sports are warmly encouraged to be involved in our sports program.

In addition our 'active girls' program continues to be an integral part of the culture of our College, which focuses on healthy living for secondary aged girls.

Sports available both before, during and after school are:-

Soccer	Touch Football	Junior Swim Squad (Yrs 1 – 3)
AFL	Basketball	Rugby Union Swim Squad (Ys 4 – 9)
Athletics Club	Netball	Board Riders Club (Learn to Surf)
Water Polo	Tennis	Breakfast Club
Volleyball	Badminton	Running Club
Cricket	Softball	Gymnastics
Golf	Cricket	Equestrian
Hockey	House sport competitions at lunchtime	

Over 60% of St Andrew's students are involved in some form of co-curricular sport, not included in the normal timetabled sport program. In addition, our parents support group, Fit Foodies, assists in ensuring students learn the importance aspect of healthy eating as part of the balanced approach to a healthy life.

The Arts

We also offer the opportunity to extend skills learned in class through participation in Art Club which is held at various times throughout the school term.

2008 saw the Secondary School Musical 'Man of Steel' performed with over 49 students involved.

Our Drama and Dance curriculum provides opportunities for students to apply themselves in practical theatrical situations such as:

- Sunshine Coast Speech and Drama Eisteddfod
- Wakakirri National Story-Dance Eisteddfod
- Rock Eisteddfod
- **harlequins** Performing Arts Troupe
- Lip Synch Event
- Christmas Event
- Community Events
- Arts Awards Evening
- Artists in Residence
- Workshops and Master Classes

In addition to sport, other co-curricular activities include such clubs as Chess, Art, Drama, Debating and Outdoor Education. The Outdoor Education Program which commences in Prep includes appropriate and enriching excursions, including camps for Years 3 - 11.

Our Music Curriculum follows the guidelines of the Queensland Studies Authority Years 1-11 Syllabus for The Arts. All students from Prep to Year Six have one 40 minute Music lesson per week and students in Middle School have two lessons per week before Music becomes an elective subject in Year Nine.

The **Co-curricular Music Program** continues to grow with over 50% of students involved in some form of co-curricular music program. This offers students the opportunity to participate in ensembles outside of school hours to enhance their musical learning and enjoyment of the discipline. Participation in ensembles develops students' social, emotional and performance skills in a fun environment. The following ensembles are currently on offer at St Andrew's:-

Concert Band	Recorder Ensemble
Junior Choir	Year 3/4 Choir

Year 1/2 Choir
Sculthorpe Strings
Beginner Concert Band

Gold Strings (advanced)
Jazz Band

Students from Prep onwards can elect to study an instrument through the Colleges' **Instrumental Music Programme**. These lessons are held during school hours with specialist teachers either individually or in small groups. Instruments that are currently offered are:-

Prep-Year 3 Voice, Piano, Violin

Year 4-12 Voice, Piano, Violin, Viola, Cello, Double Bass, Percussion, Saxophone, Trumpet, Trombone, French Horn, Baritone Horn, Tuba, Clarinet, Flute, Oboe, Guitar, Electric Guitar, Electric Bass.

2008 saw the continuation of the Honours Ensemble which enabled students from across the Coast to come together for a weekend workshop with an International Conductor. 100 students from around 18 State, Catholic and Independent Schools spent 2 days rehearsing and performing.

In 2008, the College introduced a String Immersion program for each child in Year 4.

School Climate

Staff Development

2008 saw the completion of our 'individualised' approach to Staff Development. From 2009, the College will be appointing a fully time Head of Professional Learning who will investigate a 'peer approach' to staff appraisal as well as oversight of the Induction Process, staff meetings, Appraisal, Peer Mentoring, combine with PD that meets the vision and drive of the College.

Pastoral Care

St Andrew's takes its responsibilities in the area of **Child Protection** most seriously. All staff appointed to work at the College must possess a Suitability Card (the Working with Children Check) or equivalent authorised by the Commission for Children and Young People. Policies and processes have been implemented to safeguard our children's best interests and wellbeing at all times.

The College's **Duty of Care** of all students includes a thorough knowledge of and adherence to Workplace Health and Safety Standards, and compliance with all relevant health authority requirements.

The **Pastoral Care Structure** of the College has been developed in such a way as to ensure consistent support for and monitoring of student development, and working with both the student and their family is an integral part of the Pastoral Care at St Andrew's. Strong ties with the local Anglican Parishes of Coolum and Noosa will offer further support to students and families. In 2008, a considerable amount of staff release was spent on key pastoral care staff.

The monitoring of **Academic Progress** is crucial to the successful education journeys we wish for our students at St Andrew's, and staff ensure that this aspect of their work is a high priority.

Students' needs in the area of **Personal Development**, is addressed through an integrated program across all year levels. Specific skills in the area of Conflict Resolution, Peer Mediation and other interpersonal strategies, will be catered for through this program.

Policies relating to student **Behaviour Management** will encourage individuals' developing sense of responsibility and also protect individual rights. The College has a Harassment Policy, which is published in several publications, including the Student Handbook and the parent Clockwork booklet. 2008 saw a major review of our policies in this area and the introduction of a College Community Agreement which is signed by students and parents at the enrolment interview. This document outlines the expectations of each students who desires to become part of the St Andrew's community.

Parental Involvement

There are many ways that parents, as members of a new College community, will be able to assist.

Firstly, a supportive and energetic parent **Parents and Friends Association**. In 2008, this group adopted a new name 'Saltire' which reflected a significant focus on this group to spend more time in 'friend raising'. All parents are warmly encouraged to participate in this important aspect of College life. The meetings are held monthly on the third Wednesday of each month.

Secondly, **Support Groups** assist in the major co-curricular areas of the College, for example, Music and specific sports. If parents have an expertise and/or enthusiasm for any specific area and would be able to help to launch or be part of such a support group, they are asked to contact the Principal.

Likewise, there are opportunities for parents to be contributors to one of the **Sub-Committees of Council** – Education Committee, Finance Committee, Building Committee and Marketing Committee – and any contributions in these areas are encouraged, especially from parents who have a relevant background.

There are currently 3 parents who sit on these sub committees, 2 of whom sit on College Council as Chairs of the Finance and Building Committees.

In addition to these roles, the College runs Uniform Shop roster of parent volunteers, and Primary classes include as much parental assistance as possible with activities such as reading and special events such as camps, excursions and performances.

Presentation of Information

For further information on the College, please contact the Head of College Development, Mrs Sue Sagar.

STAFFING INFORMATION

Qualifications of all Teachers

Ms Lisa Angus	B.Ed.(Primary)
Mrs Emma Bell	B.Ed.(Primary), B.Sc.
Mr Marcus Bellchambers	B.Tech.Ed
Mrs Conny Bibby	B.Ed.(Primary)
Mr Cade Bonar	B.Mus. (Dist.), B.Ed. (Hons) M.Ed. (Middle Years)
Mr Brad Bowen	B.Sc., Dip Ed
Mrs Kelly Cashman	B.Ed.(Primary)
Mr Michael Clapcott	B.Ed., Dip Teaching, Adv Dip. Ed. (Phys. Ed & Drama)
Mr Richard Clark	B.Ed, B.A.(Philosophy& Political Science)
Ms Megan Cleyne	B.Teaching, B. Ed. Primary
Ms Alena Czislowski	B.Ed.(Early Childhood)
Mr Ben Dean	B.Ed (Hons)
Mrs Libby Derham	B.Ed.(Primary), Dip Art & Design
Mr Peter Dick	Grad. Dip. Teaching, B.A. (Geography)
Ms Rachel Downie	B.Ed., Grad. Dip. Sec Teaching, B.A. (Fine Arts & English Literature)
Ms Melissa Dunne	B.Ed.(Primary)
Mr David Elley	M.Ed (Leadership and Management), B.A., Dip Ed.
Mrs Deborah Ellison	B.Ed.(Primary) (Hons)
Mrs Karen Farrow	M.A, M.B.A., B.A., Dip.Ed, Cert TESOL
Mr Roger Fraser	HDip. Ed. SenPriSch
Ms Naomi Graham-Freeman	B.Sc (BioMedSc), Grad. Dip. Learn & Teach
Mr Ray Grauf	B.Ed.(Primary)
Mr Mike Gregory	B.Ed.(Secondary)
Mrs Cec Gregory	B.Ed., B.A
Mr Peter Hand	Grad.Dip.Teaching (Primary), Grad.Dip.(Sport Sc), Cert.(Gifted Children)
Reverend Chris Ivey	B.Ed (Secondary) Dip.Th, Grad Dip Ed (RE),
Mr Robin Kelly	B.Ed., Dip Teaching,
Mr Stuart Koy	B.Ed.(Secondary), B E (Hons)
Mrs Stacey Kurvink	B.Ed.(Primary/Early Childhood)
Mrs Kathleen Lewis	B.A.(Home Economics), PCGE (Home Economics)
Mrs Sharon Lollback	B.Ed, Dip T, Grad Dip Arts
Mr Alex McConnell	Dip Teaching, Grad. Dip. Ed. (Outdoor Education)
Mrs Lisa Martoo	B.Ed.(Secondary), Dip T.
Mrs Kim McLean	Grad. Dip. (Teacher Librarian), Dip. Teaching, Grad. Dip. Special Ed
Ms Danielle Morris	B.Ed.(Primary)
Mr Stuart Needham	PCGE (Secondary Science), B Sc (Hons)
Ms Roylee Neilsen	B.Ed.(Early Childhood)
Mrs Amy-Louise Nieuwenhuis	B.Ed.(Secondary)
Mr Andy O'Neill	B.Ed.(Upper Primary/Lower Secondary)
Mrs Helen Ottaway	B.Ed.(Primary)
Mrs Allison Paterson	B.Ed, Dip Ed, Grad Dip Sci (Teacher Librarianship), MACE
Mr Robert Paterson	Dip T, B.Ed, GCertEd (Ed Admin) M.A.C.E.
Mr Oliver Patten	B Sc (Secondary), Grad. Dip. Ed. (Middle Phase)
Mr Dale Pound	M.Ed (Sp Ed), B.Ed
Mrs Sally Powell	B.Ed.(Secondary)
Mr Steven Robson	B Sc (Hons), PGCE, Dip Ed (Adv)
Mr Luke Rowlands	Grad. Dip. Ed. (History & English Methods), B A
Mr David Rudkin	PCGE (Mathematics), B E (Hons)
Mr Reg Schmarr	B. Math (Comp. Sci), Dip Ed

Ms Monique Shearer	B.Ed (Early Childhood)
Ms Jane Shorten	Dip Teaching (Primary), M.Ed. (Middle Schooling)
Mr Paul Sjogren	B E (Hons), Grad. Dip. Ed., M Ed (Administration)
Mr Peter Stephens	B.Ed.(Primary)
Mrs Lara Stiller	B.Ed., Dip T (Primary)
Ms Laura Thomson	Grad.Dip.Ed., BA (English & Spanish)
Mrs Alana Tomkins	B.Ed.
Ms Peta Vincent	Grad. Dip. Ed., LLB, B A (History).
Ms Amanda Wallas	Grad. Dip. Ed. (BA)
Mrs Alisha Watson	B.Ed.(English/Drama)
Mrs Katherine Wilson	B.Ed., Dip T

Expenditure on and teacher participation in professional development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
60	\$35000.00	\$583.00

The total funds expended on teacher professional development in 2008 were \$35'000.00

The major professional development initiatives were as follows;

- You Can Do It
- National Literacy and Numeracy Conference
- Middle Years Conference
- Planning, Assessment and Reporting for Primary staff
- Curriculum Development in the Senior Years.
- ICT integration
- Aspiring Leader's conferences
- Trial School for QCAR
- First Aid
- Curriculum Differentiation
- Whole School PD on aspects of Pastoral Care.

The involvement of the teaching staff in professional development activities during 2007 was 100%

Average Staff attendance for the school; based on unplanned absences of sick and emergency leave periods of up to 5 days.

For permanent and temporary staff and school leaders the staff attendance rate was 94% in 2008

Proportion of Teaching staff retained from the previous year.

From the end of 2007, only 3 staff left, with 60 staff being retained for the entire 2008 year – 95%.

KEY STUDENT OUTCOMES

Average student attendance rate

The average attendance rate as a percentage is 93.25%

BENCHMARK DATA

Years 3, 5 & 7 Testing

Reading			
Year	Average Score (School)	Average Score (State)	% above National Minimum Standard
Year 3	409	372	97.4
Year 5	507	467	98.3
Year 7	555	529	100
Year 9	610	569	97.5

Writing			
Year	Average Score (School)	Average Score (State)	% above National Minimum Standard
Year 3	432	391	98.7
Year 5	523	468	98.3
Year 7	540	521	98.5
Year 9	575	553	92.4

Grammar			
Year	Average Score (School)	Average Score (State)	% above National Minimum Standard
Year 3	411	370	94.7
Year 5	504	477	100
Year 7	533	519	97
Year 9	604	566	96.2

Spelling			
Year	Average Score (School)	Average Score (State)	% above National Minimum Standard
Year 3	419	366	98.7
Year 5	488	461	98.3
Year 7	551	527	100
Year 9	599	568	98.7

Numeracy			
Year	Average Score (School)	Average Score (State)	% above National Minimum Standard
Year 3	421	368	100
Year 5	511	457	96.6
Year 7	553	540	98.5
Year 9	598	573	98.7

Apparent Retention Rate, Year 12 2008 Outcomes and Year 12 2008 Destinations

Year 12 student enrolment as a percentage of the Year 10 cohort is 90.5%

Outcomes for our Year 12 cohort 2008	
Number of students awarded a Senior Statement	36
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	33
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	3
Number of students awarded one or more Vocational Education and Training (VET) qualifications	21
Number of students awarded a Queensland Certificate of Education at the end of Year 12	35
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	85%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	96%

Year 2 Diagnostic Net Results

The College does not participate in the Year 2 diagnostic net, but has employed a variety of assessment measures to determine student achievement at this level of development.

Results of School Opinion Survey:

The College distributed a Strategic Planning Survey to parents in 2007. This document is now available on the College website.