



# St Andrew's Anglican College

## SCHOOL ANNUAL REPORT 2010

### Based on 2009 data

<b>School sector:</b>	<b>INDEPENDENT</b>
<b>School's address:</b>	<b>40 Peregian Springs Drive PEREGIAN SPRINGS QLD 4573</b>
<b>Total enrolments:</b>	<b>925</b>
<b>Year levels offered:</b>	<b>PREP – YEAR 12</b>
<b>Co-educational or single sex:</b>	<b>CO-EDUCATIONAL</b>

### **College Details**

St Andrews Anglican College is a co-educational school located at Peregian Springs. It currently has enrolments from Prep to Year 12 in its 8<sup>th</sup> 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 will increase the ultimate capacity of the College from 940 students to 1300 students. The College enrolments will grow from 925 in 2009 to 1020 in 2010 and 1050 by 2011.

### **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 Coolumburra 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 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.

## **Distinctive Curriculum Offerings**

### **5 PILLARS OF SAAC**

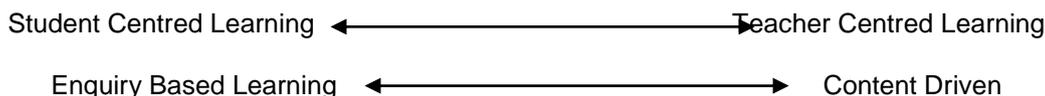
St Andrew's acknowledges that we have a commitment to ensure that our students have the necessary knowledge to succeed. As has been stated before, we accept that as a College we will offer a number of paths for our students, particularly toward some form of Tertiary entry. However, rather than always focusing on the end result (an OP for example) we want to challenge students to be confident in using this knowledge in a variety of different situations rather than to purely target the expectations of school/state driven assessment. We appreciate this is a difficult 'balancing act'.

Learning at SAAC requires students to show initiative, enquiry and independence as well as self-discipline and the ability to work within defined structures. We want students of SAAC to be aware that learning is a journey, not a destination, and that it occurs in a variety of settings, restrictions, disciplines and directions. We aim to help all SAAC learners to become flexible, to be able to make effective connections, and create personal knowledge in many different ways. Our aim is to give students meaningful opportunities to demonstrate and apply their knowledge based on what has been taught. They should see a purpose to what has been taught, look to learn new things and seek to solve problems/challenges, rather than always being told what is "needed for the test."

We acknowledge that at the moment, much of the learning that takes place is 'well-structured' using effective teacher-centred practices to deliver the curriculum, and that this is perhaps used more often than 'studentcentred' practices. This 'well-structured' idea of learning is contrary to the general intention of most teachers to use a 'constructivist' approach to learning which aligns itself with student oriented practices. The big question is: what prevents teachers who generally want to have a more 'constructivist' approach from doing so and enhancing (moving beyond) the more 'teacher structured' approach?

To see this practically, there is a continuum of teaching and learning styles and as part of our transition to focus more on how our students learn, we need to establish where we find ourselves at the moment,

acknowledging that not only do our staff vary in the way they teach, but they also vary within themselves on a regular basis.



Where do you currently 'sit' on this continuum? Where do you think good teaching should sit?

In order to accommodate the different needs of our students, we have identified that there are five pillars that support a student in reaching their personal best. Our aim is to strengthen these pillars in order to best support all of our students. The 5 Pillars are:

**Teachers** – How do we best support/develop our teaching staff to achieve the outcomes we desire?

**Curriculum** – How do we provide the necessary framework, content and skills as required?

**Teaching and Learning** – How is what we do in the classroom, in our planning, teaching and assessing able to influence the outcomes for our students?

**Built Form** – How do our buildings and structures affect the outcomes for our students?

**Connections** – How do the relationships between teacher/student, home and wider community affect the development of students? How do we enable students to connect with values and attitudes that will be of benefit to themselves and ultimately our society?

The Vision for 2010 and beyond is the implementation of this exciting program.

### Other Aspects

The College continues to participate 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. The College continues to operate with a full-time Enrichment teacher to facilitate both targeted extension and gifted classes as well as provide support for staff who teach these students.

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 throughout the Secondary School and our integrated Personal Development program includes career counselling, Study skills, time management and Family Planning Queensland sessions.

## Extra-Curricular Activities

### Sport

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 before, during and after school are:-

Soccer	Touch Football	Junior Swim Squad (Yrs 1 – 3)
AFL	Basketball	Rugby Union )
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	Swim Squad (Years 4 – 9)	
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

2009 saw the Primary School Musical produce another sensational musical 'Wizard of Oz' which included the participation of over 150 students.

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 - 12.

All students from Prep to Year Six have one 40 minute Music lesson per week and students in Years 7 & 8 have two lessons per week before Music becomes an elective subject in Year Nine.

The **Co-curricular Music Program** continues to grow with over 53% 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	Piccolo Preps
Primary Choir	Wind Ensemble
Sculthorpe Strings	Jazz Band
Beginner Concert 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.

2009 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 2009, the College continued the String Immersion program for each child in Year 4.

## School Climate

### Pastoral Care

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. In 2009, there was a major re-development of the structure of the College, removing the existing Middle School to ensure that students felt part of the whole College. There is still a strong focus on the Middle Years of education from both a curriculum and pastoral perspective; however, there is now a much greater focus on students gaining a sense of belonging through their House group as well as their year level.

To assist with this, the College decided to reduce the number of Houses from 8 down to 4, enabling greater opportunities for students to mix and work together.

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. Our Careers Counsellor now begins working with students from Year 9 to begin focussing on the sorts of pathways they wish to pursue through the senior years.

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. The College Community Agreement continues to be an important document which is signed by students and parents at the enrolment interview. This document outlines the expectations of each student who desires to become part of the St Andrew's community.

## **Parental Involvement**

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

Firstly, a supportive and energetic parent **Parents and Friends Association**, otherwise known as **Saltire** which reflected a significant focus on this group to spend more time in 'friend raising' Their major focus in 2009 was the inaugural Fair which was a wonderful success, not just in raising money for the College, but in providing opportunities for parents to work together. All parents are warmly encouraged to participate in this important aspect of College life.

Secondly, **Support Groups** assist in the major co-curricular areas of the College, for example, we have a **'Friends of Music, Fit Foodies, and Friends of Rugby**. These parents meet under the direction of a member of the Teaching staff to plan fund-raising events and to provide further support to the program. 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 Audit 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.

## **Parent, Teacher, Student satisfaction with the School**

The College is about to embark on a survey program throughout Term 3 to ascertain the level of satisfaction; however, there are a number of key indicators that assist the College in managing this.

- Enrolments. The College continues to grow, each year, increasing the numbers to the point where the College now has in 2010, over 1000 students.
- Departures. These are all collated almost 95% are for relocation or financial reasons.
- Staff. We have a sensational staff who work extremely hard and their desire to work here is clear in the high retention rate. When we take out the number of staff who leave for 'promotional' or family reasons, our rate is even higher. The College places great importance on families and for this reason is very supportive of people who change paths for these reasons.
- Open Communication Policy. Our College places great importance on this and issues are able to be resolved and dealt with quickly and carefully through this open policy,

## **Presentation of Information**

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

## STAFFING INFORMATION

### Staff Composition

We have quite a stable staff at St Andrew's. At this point we don't have any indigenous teachers on staff. Our ratio of full-time staff is quite high and we have a broad range of teaching experiences, including those from overseas, interstate, from other Independent and Catholic schools.

### Qualifications of all teachers;

Ms Luisa Baird	<b>M.B.A, Grad. Dip. Ed., B. Law</b>
Mrs Susan Bambling	<b>M.B.A, B. Ed (Physical Education) Dip. Ed (Primary)</b>
Mr Rob Bartholomew	<b>B.A, Dip. Ed.</b>
Mrs Conny Bibby	<b>B.Ed.(Primary)</b>
Mrs Danielle Blundell	<b>B.Ed.(Primary)</b>
Mr Cade Bonar	<b>B.Mus. (Dist.), B.Ed. (Hons) M.Ed. (Middle Years)</b>
Mr Brad Bowen	<b>B.Sc., Dip Ed</b>
Mrs Kelly Cashman	<b>B.Ed.(Primary)</b>
Mr Michael Clapcott	<b>B.Ed., Dip Teaching, Adv Dip. Ed. (Phys. Ed &amp; Drama)</b>
Mr Richard Clark	<b>B.Ed., B.A.(Philosophy&amp; Political Science)</b>
Ms Megan Cleyne	<b>B. Teaching, B. Ed. Primary</b>
Mrs Jane Cooksley	<b>M. Learning (Early Childhood) B. Human Movement (Education)</b>
Ms Lisa Crowther	<b>B.Ed.(Primary)</b>
Mrs Libby Derham	<b>B.Ed.(Primary), Dip Art &amp; Design</b>
Mr Peter Dick	<b>Grad. Dip. Teaching, B.A. (Geography)</b>
Mr David Elley	<b>M.Ed. (Leadership and Management), B.A., Dip Ed.</b>
Mr Sam Ellis	<b>B. Learning Management (Primary)</b>
Mrs Deborah Ellison	<b>B.Ed.(Primary) (Hons)</b>
Mrs Karen Farrow	<b>M.A, M.B.A., B.A., Dip.Ed., Cert TESOL</b>
Mr Roger Fraser	<b>Hip. Ed. Sen. Pri. Sch.</b>
Ms Naomi Graham-Freeman	<b>B.Sc. (BioMedSc), Grad. Dip. Learn &amp; Teach</b>
Mrs Nicole Grant	<b>B.Ec, Dip. Ed, Cert RE</b>
Mr Ray Grauf	<b>B.Ed.(Primary)</b>
Mr Peter Hand	<b>Grad.Dip.Teaching (Primary), Grad. Dip.(Sport Sc.), Cert.(Gifted Children)</b>
Reverend Chris Ivey	<b>B.Ed. (Secondary) Depth, Grad Dip Ed (RE),</b>
Ms Danielle Jackson	<b>B.Ed. (Primary)</b>
Mr Robin Kelly	<b>B.Ed., Dip Teaching,</b>
Mr Stuart Koy	<b>B.Ed.(Secondary), B E (Hons)</b>
Mrs Melissa Kneipp	<b>B.Ed.(Primary)</b>
Mrs Stacey Kurvink	<b>B.Ed.(Primary/Early Childhood)</b>
Mrs Kathleen Lewis	<b>B.A.(Home Economics), PCGE (Home Economics)</b>
Mr Andrew Linthorne	<b>B.Ed., Dip T,</b>
Mrs Sharon Lollback	<b>B.Ed., Dip T, Grad Dip Arts</b>
Mr Andrew Lucas	<b>B.Ed. (Adult and Voc.Ed) Dip.Th, B.Sc.</b>
Ms Gail Mackey	<b>Dip. T (Visual Arts) Dip. Arts (Graphic Design)</b>
Mr Alex McConnell	<b>Dip Teaching, Grad. Dip. Ed. (Outdoor Education)</b>
Mrs Lisa Martoo	<b>B.Ed.(Secondary), Dip T.</b>
Mrs Kim McLean	<b>Grad. Dip. (Teacher Librarian), Dip. Teaching, Grad. Dip. Special Ed</b>
Mr Stuart Needham	<b>PCGE (Secondary Science), B Sc. (Hons)</b>
Ms Roylee Nielsen	<b>B.Ed.(Early Childhood)</b>
Mrs Amy Nieuwenhuis	<b>B.Ed.(Secondary)</b>
Mr Andy O'Neill	<b>B.Ed.(Upper Primary/Lower Secondary)</b>
Mrs Robyn O'Shea	<b>M.A, B.A, (Modern Asian Studies) Grad. Dip. Ed.</b>
Mrs Helen Ottaway	<b>B.Ed.(Primary)</b>
Mrs Allison Paterson	<b>B.Ed., Dip Ed, Grad Dip Sc. (Teacher Librarianship),</b>

Mr Robert Paterson	Dip T, B.Ed., Grad. Cert. Ed. (Ed Admin)
Mr Oliver Patten	B Sc. (Secondary), Grad. Dip. Ed. (Middle Phase)
Mr Cameron Piper	B.Ed. (Secondary)
Mr Dale Pound	M.Ed. (Special Ed), B.Ed.
Mrs Sally Powell	B.Ed.(Secondary)
Mr Steven Robson	B Sc. (Hons), PGCE, Dip Ed (Adv)
Ms Jessica Rock	B.Ed. (Primary) Dip. Rec (Fitness) Cert 2, 3, 4 (Sport)
Mr Luke Rowlands	B. A. Grad. Dip. Ed. (History & English Methods),
Mr David Rudkin	B. E. (Hons)PCGE (Mathematics),
Mr Reg Schmarr	B. Math (Comp. Sc.), Dip Ed
Ms Monique Shearer	B.Ed. (Early Childhood)
Mr Paul Sjogren	M. Ed. (Administration B. E. (Hons), Grad. Dip. Ed.
Mr Brad Spring	B.Sc. (AES) Grad. Dip Outdoor Ed, Grad. Dip. T, Cert 4, (workplace trainer)
Mrs Lara Stiller	B.Ed., Dip T (Primary)
Ms Chelsey Thomas	B.Mus., B.Ed., Ass Dip. (Piano Accompaniment) C.Mus.A
Ms Laura Thomson	Grad.Dip.Ed., BA (English & Spanish)
Mrs Alana Tomkins	B.Ed.
Mrs Alisha Watson	B.Ed.(English/Drama)
Mrs Katherine Wilson	B.Ed., Dip T

<i>Qualification</i>	<i>Percentage of classroom teachers and school leaders at the school who hold this qualification</i>
Doctorate or higher	0%
Masters	14%
Bachelor Degree	97%
Diploma	53%
Certificate	0%

## **Expenditure on and teacher participation in professional development;**

In 2009 there was a particular focus on exploring the International Baccalaureate and therefore there was a good deal of individual PD, knowing that once a decision about the Curriculum direction of the College was decided, this is where the majority of spending would go on a whole of College approach

### **Teacher participation in PD**

<i>Description of PD activity</i>	<i>Number of teachers participating in activity</i>
First Aide Course	64
Battle of Brains	25
ICT In-services and Conference	4
Who are our customers?	64
ICAS TAP Conference	6
Total number of teachers participating in at least one activity in the program year	64

### **Expenditure on PD**

<i>Total Number of Teachers</i>	<i>Total expenditure on teacher PD ( as recorded in Financial Questionnaire)</i>	<i>Average expenditure on PD per teacher</i>
64	\$33158	\$518

The total funds expended on teacher professional development in 2009 were \$ 33'158.00  
The major professional development opportunities are listed above:  
Teachers undertook a number of individual programs in their own field of interest including;  
Spelling Mastery, Pastoral Care, Aspiring Leaders, Enquiry-Based Learning

The participation of the teaching staff in professional development activities during 2009 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 average staff attendance rate was 97.4% in 2009

**Proportion of teaching staff retained from the previous year:**

From the end of 2008, 90% of staff was retained for the entire 2009 school year

**KEY STUDENT OUTCOMES**

**Average student attendance rate (%) for the whole school:**

The average attendance rate for the whole school as a percentage in 2009 was 93.35%

**Average student attendance rate for each year level:**

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2009</i>
Prep	99.6%
Year 1	95.8%
Year 2	94%
Year 3	94.1%
Year 4	93.6%
Year 5	91.2%
Year 6	95%
Year 7	93.4%
Year 8	94.7%
Year 9	92.9%
Year 10	95%
Year 11	89.3%
Year 12	85%

**A description of how non-attendance is managed by the school:**

The College uses its School's Management Program TASS to send out SMS messages to parents of students who are late, this enables the College to have a high success rate in ensuring students are at school and that the majority of non-attendance is substantiated. In addition the total number of absences appears on each child's report. If there are concerns about absences affecting the child's academic and social development, the College meets with the parents to discuss these concerns.

# BENCHMARK DATA

## Years 3, 5, 7 & 9 Testing

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2008)	409	372	97.4
Year 3 (2009)	425	410	97.8
Year 5 (2008)	507	467	98.3
Year 5 (2009)	530	494	98.3
Year 7 (2008)	555	529	100
Year 7 (2009)	587	541	100
Year 9 (2008)	610	569	97.5
Year 9 (2009)	593	580	93.6

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2008)	432	391	98.7
Year 3 (2009)	419	414	97.4
Year 5 (2008)	523	468	98.3
Year 5 (2009)	510	466	100
Year 7 (2008)	540	521	98.5
Year 7 (2009)	559	532	97.3
Year 9 (2008)	575	553	92.4
Year 9 (2009)	589	569	96.7

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2008)	419	366	98.7
Year 3 (2009)	408	405	100
Year 5 (2008)	488	461	98.3
Year 5 (2009)	521	487	100
Year 7 (2008)	551	527	100
Year 7 (2009)	555	540	98.7
Year 9 (2008)	599	568	98.7
Year 9 (2009)	578	576	91.8

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2008)	411	370	94.7
Year 3 (2009)	436	420	96
Year 5 (2008)	504	477	100
Year 5 (2009)	542	500	96.5
Year 7 (2008)	533	519	97
Year 7 (2009)	573	540	100
Year 9 (2008)	604	566	96.2
Year 9 (2009)	595	574	91.2

NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2008)	421	368	100
Year 3 (2009)	398	394	96
Year 5 (2008)	511	457	96.6
Year 5 (2009)	553	540	98.5
Year 7 (2008)	553	540	98.5
Year 7 (2009)	573	543	100
Year 9 (2008)	598	573	98.7
Year 9 (2009)	592	588	98.4

## Apparent Retention Rate

Year 12 student enrolment as a percentage of the Year 10 cohort is 92.7%

## Year 12 2009 Outcomes and

Outcomes for our Year 12 cohort 2009	
Number of students awarded a Senior Statement	39
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	34
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	20
Number of students awarded a Queensland Certificate of Education at the end of Year 12	38
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	74%
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	93%

## Year 12 2009 Destinations (to be updated in September)

### **Mandatory Information to be published by 30 September each year**

Post-school destination information from the current *Next Steps* survey as follows:

- Background information on how the *Next Steps* survey was conducted:

<b>Background information:</b>
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- School response rate to the survey

<b>Number of Year 12 students in 2009 (a)</b>	<b>Number of responses received from students (b)</b>	<b>Percentage response rate (b/a x100)</b>
		%

- Definitions of main destinations (see table below)
- Summary of findings in relation to main destinations of students

<b>School Year 2009</b>	<b>Number of Students in each category</b>	<b>Percentage of Students in each category</b>
University (degree)		%
VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)		%
Working full-time		%
Working part-time/casual		%
Seeking work		%
Not studying or in the labour force		%
<b>Total Year 12 students</b>		

To calculate percentage of students in each category:

$$\frac{\text{Number of students in each category}}{\text{Total number of Year 12 students}} \times 100 = \text{Percentage in each category}$$

- Chart showing main destinations of students. School may choose to show a bar or pie graph.