



# St Andrew's Anglican College

## SCHOOL ANNUAL REPORT 2012

### Based on 2011 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>1079 (August Census)</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 is currently celebrating its 10 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. In 2010 the College was approved to extended its enrolment numbers from 940 students to 1300, which includes the introduction of Preprep program

### **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 Coolumb 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**

Our most exciting launch in 2011 was our Urban Bound program, designed to provide a unique program for our Year 9 students, taking them out of the classroom each term for a variety of unique learning experiences. In 2011, we trialled 10 days in Melbourne with 20 Year 9 students and the feedback from parents and students was overwhelmingly positive. The program is now being rolled out and developed in 2012 and will form the basis of a larger approach to global learning.

Over the past 4 years, the College has focussed on the 5 pillars which have under-pinned our teaching and learning programs. In 2011 we made two strategic appointments, the Head of E-Learning and the Head of Teaching and Learning. These staff work with the Head of Professional Learning to implement a review of pedagogy and assessment here at the College. The focus at St Andrew's in 2011 became on improving our pedagogy at every level. With the roll out of our 1 to 1 program in Years 7 and 10, the Learning Leadership Team took the initiative to revisit much of our curriculum.

In 2011 we also developed the Teacher development committee whose focus was on supporting our Staff Professional Learning projects. These have been implemented in 2012 and focus on ensuring that our staff are continually reviewing their practice. These key areas have refined the program we developed in 2010 and 2011 where we implemented a more formal 'staff appraisal process'.

The key area of focus from this committee has been 'drop in lesson observations' which are currently being trialled by our middle leaders.

### **Other Aspects**

2011 also saw the development of our Service Learning program which implemented a number of local, national and international causes. Students had the opportunity to experience building a Kindergarten in Vietnam during their September holidays. 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 Coordinator 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

2011 saw the Primary School Musical produce another sensational musical 'Annie Get Your Gun' performed in our new Richard Gowty Centre, a multi-purpose facility built with the support of the BER program from the Federal Government which included the participation of over 60 students.

Our Drama and Dance curriculum provides opportunities for students to apply themselves in practical theatrical situations both here on the Coast and in Brisbane. The school has taken an active decision to encourage tours to Brisbane for a variety of cultural experiences. Book week continues to be an important part of the College calendar as students hear from a variety of authors and this culminates in a Prep – Year 12 Book character parade.

In addition to sport, other co-curricular activities include such clubs as Chess, Art, Drama, Debating, Public Speaking 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 60% 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  
Junior Choir  
Primary Choir  
Sculthorpe Strings  
Beginner Concert Band

Recorder Ensemble  
Piccolo Preps  
Wind Ensemble  
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.

2011 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.

## 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.

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, are able to assist.

Firstly, our Parents and Friends (**Saltire**) serves to support the various 'friends of' groups within the community.

Friends of the Fair organised a sensational event, 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. Friends of Music, Fit Foodies, Friends of Rugby, friends of the musical, friends of the Ball. 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 began the development of a new Strategic Plan toward the end of 2011 and this will involve the development of a strategic plan that we hope to present to the community in the coming weeks. Our parents continue to speak so positively about the College and our enrolment process, which tracks reasons why parents choose the College continues to be dominated by the 'word of mouth' category.

## 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;

Mr Col Anderton	<b>B.Ed., B Human Movements.</b>
Mrs Sarah Anderton	<b>B. Ed. (Primary)</b>
Mr Alexander Austin	<b>B.Ed. (Physical Education)</b>
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>
Mr Troy Bates	<b>B.Ed. (Secondary)</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 Michael Bourke	<b>B.A. Technology Education</b>
Mr Brad Bowen	<b>B.Sc., Dip Ed</b>
Mrs Maree Bowen	<b>B. Ed (Secondary)</b>
Mrs Alita Cahill	<b>B. Ed (Early Childhood) Cert Childcare Practices</b>
Mrs Kelly Cashman	<b>B.Ed.(Primary)</b>
Mr Grant Christesen	<b>B. Ed.</b>
Mr Michael Clapcott	<b>B.Ed., Dip Teaching, Adv Dip. Ed. (Phys. Ed &amp; Drama)</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 Alena Czislowski	<b>B.A. (Early Childhood)</b>
Mr Peter Dick	<b>B.A. (Geography) Grad. Dip. Teaching,</b>
Mrs Jessica Doecke	<b>B. Mus/B. Ed (Sec)</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>
Mr Andrew Eunson	<b>B. Music Grad Dip Learning and Teaching (Secondary)</b>
Mr Roger Fraser	<b>Hip. Ed. Sen. Pri. Sch.</b>
Mr Peter Gazzola	<b>B.Ed.; M.Ed.</b>
Mrs Nicole Grant	<b>B.Sc., Dip. Ed, Cert RE</b>
Mr Ray Grauf	<b>B.Ed.(Primary)</b>
Ms Catherine Green	<b>B. Ed. (Primary)</b>
Mrs Jillian Green	<b>B.Ed. (Primary); Dip. T; Cert(G&amp;T)</b>
Mrs Caitlin Greenhalgh	<b>B. Env Des (Hons) Grad Dip. Ed.</b>
Mrs Liz Hammacott	<b>B.Soc.Sc. (Health); B.Ed (Prim)(GE)</b>
Mr Timothy Hynes	<b>B.Ed.(P-12)</b>

Reverend Chris Ivey	<b>B.Ed. (Secondary) Depth, Grad Dip Ed (RE),</b>
Ms Danielle Jackson	<b>B.Ed. (Primary)</b>
Mr Ian Jones	<b>B.A.Sc. Grad Dip. Ed. Mathematics and Computing Studies,</b>
Mr Robin Kelly	<b>B.Ed., Dip Teaching,</b>
Mrs Melissa Kneipp	<b>B.Ed.(Primary)</b>
Mr Stuart Koy	<b>B.Ed.(Secondary), B E (Hons)</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>
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>
Miss Tara Mackie	<b>B.Ed. (English); BCI(Drama)</b>
Mrs Lisa Martoo	<b>B.Ed.(Secondary), Dip T.</b>
Mrs Maria Mauger	<b>B. Science, Post Grad. Dip. Marketing</b>
Mrs Laura Maxwell	<b>BA (English &amp; Spanish) Grad.Dip.Ed.</b>
Mr Alex McConnell	<b>Dip Teaching, Grad. Dip. Ed. (Outdoor Education)</b>
Mrs Lucinda Morris	<b>B.A. Education Art, Drama</b>
Mr Stuart Needham	<b>B Sc. (Hons), PCGE (Secondary Science),</b>
Ms Roylee Nielsen	<b>B.Ed.(Early Childhood)</b>
Mrs Amy Nieuwenhuis	<b>B.Ed.(Secondary)</b>
Miss Lauren Norbury	<b>B.A. Mass Communication, Grad. Dip. Education (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	<b>Dip T, B.Ed., Grad. Cert. Ed. (Ed Admin)</b>
Mr Oliver Patten	<b>B Sc. (Secondary), Grad. Dip. Ed. (Middle Phase)</b>
Mr Cameron Piper	<b>B.Ed. (Secondary)</b>
Mr Dale Pound	<b>M.Ed. (Special Ed), B.Ed.</b>
Mrs Sally Powell	<b>B.Ed.(Secondary)</b>
Mrs Trina Provan	<b>B. Ed. (Adv Prof Dev.) Dip. T.</b>
Ms Rebecca Quin	<b>B.A. Gr Dip. Teaching (Secondary)</b>
Mr Steven Robson	<b>B Sc. (Hons), PGCE, Dip Ed (Adv)</b>
Ms Jessica Rock	<b>B.Ed. (Primary) Dip. Rec (Fitness) Cert 2, 3, 4 (Sport)</b>
Miss Hayley Rogerson	<b>B.A.Sc., B.Ed.(Primary)</b>
Miss Melanie Rothman	<b>B.A. Science (Biomedical) Grad. Dip. Education</b>
Mr Luke Rowlands	<b>B. A. Grad. Dip. Ed. (History &amp; English Methods),</b>
Mr David Rudkin	<b>B. E. (Hons)PCGE (Mathematics),</b>
Mrs Christine Sharp	<b>Dip. T; GrDipEd (Learn Supp.)</b>
Mr Jamie Simmonds	<b>B.A. Education (Primary)</b>
Mr Paul Sjogren	<b>M. Ed. (Administration B. E. (Hons), Grad. Dip. Ed.</b>
Mr Brad Spring	<b>B.Sc. (AES) Grad. Dip Outdoor Ed, Grad. Dip. T, Cert 4, (workplace trainer)</b>
Ms Heather Swift	<b>B. Ed. (Primary)</b>
Ms Chelsey Thomas	<b>B.Mus., B.Ed., Ass Dip. (Piano Accompaniment) C.Mus.A</b>
Mrs Alana Tomkins	<b>B.Ed.</b>
Ms Amanda Wallas	<b>B.A Grad. Dip. Ed;</b>
Mrs Alisha Watson	<b>B.Ed.(English/Drama)B</b>

<b>Qualification</b>	<b>Percentage of classroom teachers and school leaders at the school who hold this qualification</b>
Doctorate or higher	<b>0%</b>
Masters	<b>16.5%</b>
Bachelor Degree	<b>97%</b>
Diploma	<b>3%</b>
Certificate	<b>0%</b>



## Expenditure on and teacher participation in professional development;

In 2011 there was a particular focus on preparing for the 1 to 1 launch as well our work on Differentiation in the Secondary School and Enquiry-based learning in the Primary. In addition, a focus on gifted education and creative thinking. Below is a sample of the activities undertaken throughout the year.

### Teacher participation in PD

<i>Description of PD activity</i>	<i>Number of teachers participating in activity</i>
First Aide Course	82
Battle of Brains	25
ICT In-services and Conference	6
Who are our customers?	82
ICAS TAP Conference	6
<b>Total number of teachers participating in at least one activity in the program year</b>	<b>82</b>

### 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>
82	\$71432	\$871

The total funds expended on teacher professional development in 2011 were \$ 71,432.00  
 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 2012 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 2011

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

From the end of 2010, 93% of staff was retained for the entire 2011 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 2011 was 93.28%

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

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2011</i>
Prep	98.7%
Year 1	95.8%
Year 2	93.6%
Year 3	94.1%

Year 4	93.6%
Year 5	92.2%
Year 6	94.3%
Year 7	93.4%
Year 8	94.7%
Year 9	92.9%
Year 10	95%
Year 11	89.3%
Year 12	87.1%

### 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

All Historic data in relation to St Andrew's NAPLAN is available on the *My School* website <http://www.myschool.edu.au>

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2011)	453	416	100
Year 5 (2011)	548	488	98
Year 7 (2011)	576	540	98
Year 9 (2011)	625	580	99

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2011)	458	416	100
Year 5 (2011)	516	483	100
Year 7 (2011)	569	529	98
Year 9 (2011)	622	566	97

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2011)	454	406	99
Year 5 (2011)	513	484	100
Year 7 (2011)	553	538	98
Year 9 (2011)	603	581	99

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2011)	461	421	99
Year 5 (2011)	550	499	100
Year 7 (2011)	556	532	93
Year 9 (2011)	611	572	99

NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2011)	415	398	100
Year 5 (2011)	539	488	99
Year 7 (2011)	583	545	96
Year 9 (2011)	607	583	99



## Apparent Retention Rate

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

## Year 12 2011 Outcomes

Outcomes for our Year 12 cohort 2011	
Number of students awarded a Senior Statement	73
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	47
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	7
Number of students awarded one or more Vocational Education and Training (VET) qualifications	45
Number of students awarded a Queensland Certificate of Education at the end of Year 12	68
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	64.4%
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	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	94%

## Year 12 2011 Destinations

### **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>Number of Year 12 students in 2011 (a)</b>	<b>Number of responses received from students (b)</b>	<b>Percentage response rate (b/a x100)</b>
73	64	87.7%

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

<b>School Year 2011</b>	<b>Number of Students in each category</b>	<b>Percentage of Students in each category</b>
University (degree)	33	51.6%
VET total ( Cert IV+ III, I-II, apprenticeship, traineeship)	13	20.3%
Working full-time	4	6.3%
Working part-time/casual	10	15.6%
Seeking work	2	3.1%
Not studying or in the labour force	2	3.1%
<b>Total Year 12 students</b>	64	100%