



St Andrew's Anglican College

SCHOOL ANNUAL REPORT 2015

Based on 2014 data

School sector:	INDEPENDENT
School's address:	40 Peregian Springs Drive PEREGIAN SPRINGS QLD 4573
Total enrolments:	1222 (August Census)
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 at Peregian Springs. It currently has enrolments from Prep to Year 12.

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 extend its enrolment numbers from 940 students to 1300, which includes the introduction of Preprep program which commenced in January this year.

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 has developed 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 continue to 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.

Characteristics of the Student Body

By virtue of our location, the student body is relatively homogenous, reflecting the nature of the northern end of the Sunshine Coast. As such we have a small and valued ethnic and indigenous component to our student body. A large number of students are not local, having moved to the Coast with their parents from other states as well as the UK, New Zealand and South Africa. Our percentage of indigenous children remains at 1%.

We have a slightly higher portion of boys than girls, running at 54% to 46%

Distinctive Curriculum Offerings

Throughout 2014 the College expanded its program to provide unique opportunities to students outside the class. Our Connections Program (formerly Urban Bound) now includes Stradbroke Island with a key focus on the local Indigenous culture.

The focus at St Andrew's in 2014 continued to be on our curriculum development and in particular with our innovative approach to Independent learning through Common Learning Time (CLT). The program is designed to give students common times during the week when they meet as one group and they can plan their learning, accessing the teachers who are available during these times. In 2014, this developed further as we began planning for our new Learning Hub which is now in the first stages of construction.

In our Primary school, a trial of collaboration across our Year 3 teachers. We employed qualified ESOs to work with our teaching staff to provide greater differentiation for our students. Based in its success, we then implemented a collaborative approach to our teaching and learning across the Primary school with the appointment of 12 ESO. In addition, 2014 saw our Primary School investigate and implement Walker Learning for 2015 which was the main PD focus for our P-3 teaching staff.

In 2014 we realigned our Peer Observation program, which gave greater flexibility to all staff in relation to how they undertook Peer observation, but still with a focus on regular visits by teachers, focussing on one of four domains. This was in addition to our focus on supporting our Staff Professional Learning projects which were implemented in 2012; ensuring our staff are continually reviewing their practice.

Other Aspects

2014 also saw the continued development of our Service Learning program to the point where we appointed for 2015 a new Head of Global and Service Learning. Students had the opportunity to experience building a Kindergarten in Cambodia 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. In 2014 we were fortunate to compete at a national level in both the **Tournament of the Minds** and **Future Problem Solving competitions** with students from both Year 6 and Year 7.

In 2014 the College expanded its staffing in this area to operate with two full-time Enrichment teachers 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, with oversight from our Learning Support Management team 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:-

Football	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	Surfing
Stand up Paddle Boarding		
House sport competitions at lunchtime		

Over 65% 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

2014 saw the Secondary School Musical produce it's best musical yet, 'Hairsprat' performed at the local theatre 'The J' It was an extraordinary show, praised by many as one the most professional they have ever seen. It involved a large number of staff, students and parent support.

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 2014 saw the continued development of our immersion programs in Years 4, 5 and 6. 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	Recorder Ensemble
Junior Choir	Piccolo Preps
Primary Choir	Wind Ensemble
Sculthorpe Strings	Jazz Band
Beginner Concert Band	Symphony Orchestra

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.

2014 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.

St Andrew's music went on tour to our sister school, St Margaret's Episcopal School during December and had the unique opportunity of living with host families and sharing in some fantastic ensemble work together.

The Social Climate of the College

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.

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 and Audit Committee, Building Committee and Risk and Compliance 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 completed its strategic plan during 2012 with the following results;

91% believe their child/ren is/are happy or extremely happy

90% are mostly or extremely satisfied with their child/ren's education at St Andrew's

94% are either somewhat or extremely likely to recommend the College

89% moderately or strongly agree that the staff is well able to meet the needs of 21stCentury learners

82% moderately or strongly agree that approach to pastoral care and student well-being meets the needs of their child

Presentation of Information

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

School Income broken down by Funding Source

Please refer to the My School website <http://www.myschool.edu.au/>

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 Alexander Austin	B.Ed. (Physical Education)
Ms Luisa Baird	M.B.A, Grad. Dip. Ed., B. Law
Mrs Susan Bambling	M.B.A, B. Ed (Physical Education) Dip. Ed (Primary)
Mr Rob Bartholomew	B.A, Dip. Ed.
Mr Troy Bates	B.Ed. (Secondary)
Mrs Conny Bibby	B.Ed.(Primary)
Mrs Beth Bindon	B.S. (Applied Science)
Mrs Daniele Blundell	B. Ed. (Primary)
Mr Cade Bonar	B.Mus. (Dist.), B.Ed. (Hons) M.Ed. (Middle Years)
Mr Michael Bourke	B.A. Technology Education
Mr James Bourne	B. Ed (Primary & Middle)
Mr Brad Bowen	B.Sc., Dip Ed
Mrs Maree Bowen	B. Ed (Secondary)
Mrs Alita Cahill	B. Ed (Early Childhood) Cert Childcare Practices
Mrs Kelly Cashman	B.Ed.(Primary)
Mr Grant Christesen	B. Ed.
Mr Michael Clapcott	B.Ed., Dip Teaching, Adv Dip. Ed. (Phys. Ed & Drama)
Ms Megan Cleyne	B. Teaching, B. Ed. Primary
Ms Anita Close	B.Ed., B. Science (mathematics major)
Mrs Jane Cooksley	M. Learning (Early Childhood) B. Human Movement (Education)
Mrs Fiona Cornell	B. Ed.
Mr Nick Curtis	B.Ed, B.A. (Humanities)
Mr Ben Dean	B.Ed. Primary
Mrs Elizabeth Derham	B. Ed (Primary) Dip (Art & Design)
Mr Peter Dick	B.A. (Geography) Grad. Dip. Teaching,
Mr David Elley	M.Ed. (Leadership and Management), B.A., Dip Ed.
Mr Sam Ellis	B. Learning Management (Primary)
Mr Andrew Eunson	B. Music Grad Dip Learning and Teaching (Secondary)
Mr Roger Fraser	Hip. Ed. Sen. Pri. Sch.
Mr Peter Gazzola	B.Ed.; M.Ed.
Ms Roylee Golden	B.Ed.(Early Childhood)
Mrs Nicole Grant	B.Sc., Dip. Ed, Cert RE
Mr Ray Grauf	B.Ed.(Primary)

Ms Catherine Green	B. Ed. (Primary)
Mrs Jillian Green	B.Ed. (Primary); Dip. T; Cert(G&T)
Mrs Adele Guy	B.A., Dip Ed, Mast (Leadership & Management in Education)
Mrs Liz Hammacott	B.Soc.Sc. (Health); B.Ed (Prim)(GE)
Mr Peter Hand	Dip. T, Grad Dip (Sports Science), M.E. (GE)
Mrs Vanessa Herriman	Dip Ed (Primary Music), Cert 3 (Hospitality), Grad Cert (Outdoor Ed)
Mr Timothy Hynes	B.Ed.(P-12)
Ms Naiara Ibanez Lorente	B.Ed (Primary) Masters (Languages), B (Tourism)
Reverend Chris Ivey	M.Ed. (Leadership) B.Ed. (Secondary) Dip. Th. Grad Dip Ed (RE),
Ms Danielle Jackson	B.Ed. (Primary)
Ms Megan Johns	B.Ed.
Ms Kerrie Johnstone	B. Ed (Maths & Science)
Mr Ian Jones	B.A.Sc. Grad Dip. Ed. Mathematics and Computing Studies,
Mr Robin Kelly	B.Ed., Dip Teaching,
Mrs Melissa Kneipp	B.Ed.(Primary)
Mrs Fiona Kruger	Dip T (Heath/Phys Ed/ Economics)
Mr Stuart Koy	B.Ed.(Secondary), B E (Hons)
Mrs Kathleen Lewis	B.A.(Home Economics), PCGE (Home Economics)
Mr Andrew Linthorne	B.Ed., Dip T,
Mrs Tjitske Linthorne	B. Ed (Primary)
Mr Andrew Lucas	B.Ed. (Adult and Voc.Ed) Dip.Th, B.Sc.
Ms Gail Mackey	Dip. T (Visual Arts) Dip. Arts (Graphic Design)
Miss Tara Mackie	B.Ed. (English); BCI(Drama)
Mrs Lisa Martoo	B.Ed.(Secondary), Dip T.
Mrs Maria Mauger	B. Science, Post Grad. Dip. Marketing
Mrs Laura Maxwell	BA (English & Spanish) Grad.Dip.Ed.
Mr Alex McConnell	Dip Teaching, Grad. Dip. Ed. (Outdoor Education)
Mrs Lucinda Morris	B.A. Education Art, Drama
Mrs Amy Nieuwenhuis	B.Ed.(Secondary)
Miss Lauren Norbury	B.A. Mass Communication, Grad. Dip. Education (Secondary)
Mrs Helen Ottaway	B.Ed.(Primary)
Mrs Robyn O'Shea	M.A., B.A. (Modern Asian Studies) Grad. Dip. Ed.
Mrs Allison Paterson	B.Ed., Dip Ed, Grad Dip Sc. (Teacher Librarianship),
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)
Mrs Trina Provan	B. Ed. (Adv Prof Dev.) Dip. T.
Ms Rebecca Quin	B.A. Gr Dip. Teaching (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)
Miss Hayley Rogerson	B.A.Sc., B.Ed.(Primary)
Miss Melanie Rothman	B.A. Science (Biomedical) Grad. Dip. Education
Mr Luke Rowlands	B. A. Grad. Dip. Ed. (History & English Methods),
Mr David Rudkin	B. E. (Hons)PCGE (Mathematics),
Mrs Penelope Sargeant	B. Ed (Secondary)

Mrs Christine Sharp	Dip. T; GrDipEd (Learn Supp.)
Mr Jamie Simmonds	B.A. Education (Primary)
Mr Paul Sjogren	M. Ed. (Administration B. E. (Hons), Grad. Dip. Ed.
Mrs Bec Southey	B.Ed.
Mr Brad Spring	B.Sc. (AES) Grad. Dip Outdoor Ed, Grad. Dip. T, Cert 4, (workplace trainer)
Mr Noel Stoddart	B. Teaching, B. Theology
Ms Heather Swift	B. Ed. (Primary)
Mr Stuart Symes	Dip. Teaching
Ms Chelsey Thomas	B.Mus., B.Ed., Ass Dip. (Piano Accompaniment) C.Mus.A
Mrs Alana Tomkins	B.Ed.
Mrs Alisha Watson	B.Ed.(English/Drama)B
Mrs Anita Williamson	B.Ed, B. Teach, Grad Dip (Special Ed)

<i>Qualification</i>	<i>Percentage of classroom teachers and school leaders at the school who hold this qualification</i>
Doctorate or higher	0
Masters	13%
Bachelor Degree	94%
Diploma	47%
Certificate	0.08%

Expenditure on and teacher participation in professional development;

In 2014 there was a particular focus on effective Feedback and the use of our on-line Learning Management System. A continued focus on flipped classrooms in the Secondary School and Assessment and Reporting 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>
Walker Learning	15
Feedback	86
LMS development	86
Total number of teachers participating in at least one activity in the program year	86

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>
94	\$79,492	\$845

The total funds expended on teacher professional development in 2014 were \$ 79,492
The major professional development opportunities are listed above:
Teachers undertook a number of individual programs in their own field of interest including;
Positive School's Mental Health and Well-Being, Pastoral Care, Aspiring Leaders, Enquiry-Based Learning

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 85% in 2014

Proportion of teaching staff retained from the previous year:

From the end of 2013, 93 % of staff was retained for the entire 2014 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 2014 was

Average student attendance rate for each year level:

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2014</i>
Prep	96.5%
Year 1	94.5%
Year 2	92.6%
Year 3	91.3%
Year 4	98.5%
Year 5	91.4%
Year 6	94.5%
Year 7	91%
Year 8	93.6%
Year 9	90.3%
Year 10	89%
Year 11	95%
Year 12	91.1%

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 2

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	451	418	100
Year 5 (2014)	542	501	100
Year 7 (2014)	583	546	100
Year 9 (2014)	610	580	98.1

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	431	402	100
Year 5 (2014)	508	468	98.8
Year 7 (2014)	538	512	97.0
Year 9 (2014)	570	550	92.2

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	417	412	100
Year 5 (2014)	511	498	96.6
Year 7 (2014)	562	545	100
Year 9 (2014)	592	582	93.2

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	458	426	100
Year 5 (2014)	531	504	98.9
Year 7 (2014)	573	543	99.0
Year 9 (2014)	600	574	97.1

NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	431	402	100
Year 5 (2014)	514	488	98.9
Year 7 (2014)	566	546	100
Year 9 (2014)	598	588	100

Apparent Retention Rate

Year 12 student enrolment as a percentage of the Year 10 cohort is 96.3%

Year 12 2014 Outcomes

Outcomes for our Year 12 cohort 2014	
Number of students awarded a Senior Statement	78
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	55
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	6
Number of students awarded one or more Vocational Education and Training (VET) qualifications	39
Number of students awarded a Queensland Certificate of Education at the end of Year 12	78
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	96.4
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	100
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	94%

Year 12 2014 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:

Number of Year 12 students in 2014 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
Not available	Not available	Not available

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

School Year 2014	Number of Students in each category	Percentage of Students in each category
University (degree)	Not available	Not available
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	Not available	Not available
Working full-time	Not available	Not available
Working part-time/casual	Not available	Not available
Seeking work	Not available	Not available
Not studying or in the labour force	Not available	Not available
Total Year 12 students	Not available	Not available