



# St Andrew's Anglican College

## SCHOOL ANNUAL REPORT 2016

Based on 2015 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>1243 (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.

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. The College also operates a separate Early Learning Centre with 150 places.

### Vision and Mission Statement

Based on our Christian foundation, we leverage the College's positive energy and supportive community to enable our students to move confidently into their futures

***Value statements (how do we do this?) These statements are read as, St Andrew's.....***

#### **Encourages Learning**

*Through our*  
Energetic staff  
Global perspectives  
Innovative thinking

#### **Creates Opportunities**

*that*  
develop the individual  
embed Christ-like action  
promote personal best

## **Builds Connections**

*for*

Respectful relationships

Community engagement

Service to others

### **Motto and Tagline**

With Vision and Spirit!

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 – with **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 is around 1%.

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

### **Distinctive Curriculum Offerings**

Throughout 2015 the College expanded its program to provide unique opportunities to students outside the class. Our Connections Program is now fully implemented and we are now exploring our focus on building these skills through from Year 7.

After much investigation and staff in-service, the College introduced the Walker Learning Framework into our P-3 classes. With a focus on independent learning, encouraging creativity and social development as a spring board to engaged learning, this was a stunning success with teachers and students eagerly embracing the new framework. In secondary, 2015 was focussed on the development of our new Learning Framework 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 2016, this will develop further as we explore the concepts of open learning spaces in our new Learning Hub set to open in July.

In 2015 we built on our Peer Observation program and introduced Faculty Projects which focussed on new elements of teaching and learning as highlighted by our new Framework.

### **Other Aspects**

2015 saw the continued development of our Service Learning program which implemented a number of local, national and international causes. We set up new relationships with schools in Cambodia and a local service project which provides weekly support to those in need in our surrounding suburbs. 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. 2015 saw the planning of our inaugural cross cultural program with Anglican High in Singapore where our enrichment students will work on a collaborative project both on-line and face to face throughout 2016.

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	Surfing
Stand up Paddle Boarding	Rowing	

## House sport competitions at lunchtime

Over 69% 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

2015 saw the Primary School Musical produce a wonderful production of 'Annie', 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.

In 2015 we implemented our first Secondary School play under the direction of our exchange Drama Teacher, Mr Nate Wheeler. The students appropriately produced a play from Mr Wheeler's home country of the USA 'The Dining Room'. 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	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.

2015 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 Melbourne during the July holidays and played in a variety of venues.

### 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.

2015 was a major year for exploring the implementation of Positive Education across the College in 2016.

### **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 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 completed its strategic plan during 2012 with the following results; the new strategic plan is set for development in 2016.

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>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>
Mrs Joanne Barrett	<b>B.A. Communications, Dip. Ed. (Primary), Grad. Dip. Christian Studies, M. Special Ed.</b>
Mr Timothy Barrett	<b>B. Ministries, B. Physical Education</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 Bignall	<b>B. Ed., B. Teaching (Early Childhood)</b>
Mrs Beth Bindon	<b>B. Applied Science, Grad. Dip. Of Education (Secondary)</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 James Bourne	<b>B. Ed. (Primary &amp; Middle Schooling)</b>
Mr Brad Bowen	<b>B.Sc., Dip Ed</b>
Mrs Maree Bowen	<b>B. Ed (Secondary)</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>
Mrs Melanie Clare	<b>B. Ed. (Early Childhood)</b>
Miss Kristen Clark	<b>B. Learning Management (Early Childhood Education)</b>
Mr Shaun Cleary	<b>B. Business Management, B Ed. Middle Years Schooling</b>
Ms Megan Cleyne	<b>B. Teaching, B. Ed. Primary</b>
Ms Anita Close	<b>B.Ed., B. Science (mathematics major)</b>
Mrs Jane Cooksley	<b>M. Learning (Early Childhood) B. Human Movement (Education)</b>
Mrs Fiona Cornell	<b>B. Ed. (Primary) with specialisation in Early Childhood Education</b>
Mr Benjamin Dean	<b>B. Ed (Primary)</b>
Mrs Elizabeth Derham	<b>B. Ed. (Primary), Diploma Art &amp; Design, Diploma (Education Leadership)</b>
Mr Peter Dick	<b>B.A. (Geography) Grad. Dip. Teaching,</b>
Mr David Elley	<b>M.Ed. (Leadership and Management), B.A., Dip Ed.</b>
Mr Andrew Eunson	<b>B. Music Grad Dip Learning and Teaching (Secondary)</b>
Mrs Chelsea Eunson	<b>B.Mus., B.Ed., Ass Dip. (Piano Accompaniment) C. Mus. A.</b>
Mr Roger Fraser	<b>Hip. Ed. Sen. Prim. 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 Adele Guy	<b>B. Art, Diploma of Education, Master of Education (L' ship &amp; M'nt.)</b>
Mr Peter Hand	<b>Dip. Teaching, Grad Dip. (Sports Science), Master of Education (GE)</b>
Mr Jonathan Harding	<b>B. A., Grad. Dip. Education – Secondary Social Sciences</b>
Mrs Vanessa Herriman	<b>Dip. Ed. (Primary Music), Grad. Cert. (Outdoor Education), Cert 111 Hospitality</b>
Mrs Susan (Jane) Hirst	<b>Dip. Teaching (Early Childhood), Grad. Dip. Educ. (Early Childhood)</b>
Mr Timothy Hynes	<b>B.Ed.(P-12)</b>
Miss Naiara Ibanez Lorente	<b>B. Ed. (Primary), Bachelor of Tourism, Master in Languages</b>
Reverend Chris Ivey	<b>M.Ed. (Leadership) B.Ed. (Secondary) Dip. Th. Grad Dip Ed (RE),</b>
Mrs Abbey Jane	<b>B. Arts (Teaching)</b>
Mrs Kerrie Johnstone	<b>B. Ed. (Maths &amp; Science)</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 Bec Kutek (Southey)	<b>B.Ed. (First Class Hons)</b>
Mrs Felicia Larsen	<b>B. A. (Journalism), B. Science (Biochem.), Grad Cert M'nt, Grad Dip Ed. (Secondary)</b>
Mrs Kathleen Lewis	<b>B.A.(Home Economics), PCGE (Home Economics)</b>
Mrs Tjitske Linthorne	<b>B.Ed. (Primary)</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>
Mrs Petalia Mackay (Humphreys)	<b>B.Ed. Secondary, B.A. (Visual Arts), B. A. Hons. (Visual Arts)</b>
Miss Tara Mackie	<b>B.Ed. (English), BCI (Drama)</b>
Mrs Lisa Martoo	<b>B.Ed.(Secondary), Dip T.</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>
Ms Roylee Nielsen (Golden)	<b>B.Ed.(Early Childhood)</b>
Mrs Amy Nieuwenhuis (Thompson)	<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 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 Steve 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 Penny Sargeant	<b>B. E. (Secondary)</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>
Mrs Alana Tomkins	<b>B.Ed.</b>
Mrs Alisha Watson	<b>B.Ed.(English/Drama)B</b>
Mrs Anita Williamson	<b>B. Ed, B. Teaching, Grad. Dip. (Special Education)</b>

<i>Qualification</i>	<i>Percentage of classroom teachers and school leaders at the school who hold this qualification</i>
Doctorate or higher	<b>0%</b>
Masters	<b>13%</b>
Bachelor Degree	<b>95%</b>
Diploma	<b>45%</b>
Certificate	<b>0.05%</b>

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

In 2015 there was a particular focus on our Teaching and Learning framework, the use of our on-line Learning Management System. Our Faculty Projects and Peer observation in the Secondary school, focussed on feedback and literacy. The new Walker Learning Framework was the focus 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 through Early Life Foundations P – 3	15
Walker Learning through Early Life Foundations 4 – 6	12
Middle Years Literacy	5
ThinkFit development	10
Faculty Projects	42
Personalised Learning Projects	38
Conference Presentations	12
<b>Total number of teachers participating in at least one activity in the program year</b>	<b>91</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>
91	\$136,691	\$1,502

The total funds expended on teacher professional development in 2015 were \$ 136,691. The major professional development opportunities are listed above, but included Middle Years Literacy and Walker Learning training and implementation. 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 2015

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

From the end of 2014, 96% of staff was retained for the entire 2015 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 2015 was 92.7%

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

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2015</i>
Prep	93.5%
Year 1	94.2%
Year 2	94.7%
Year 3	93.9%
Year 4	94.6%
Year 5	95.1%
Year 6	95.5%
Year 7	94.3%
Year 8	95.2%
Year 9	93.6%
Year 10	93.5%
Year 11	81.9%
Year 12	85.3%

**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 (2015)	445	426	4.5
Year 5 (2015)	566	498	13.6
Year 7 (2015)	579	546	6.1
Year 9 (2015)	598	580	3.0

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	438	416	5.2
Year 5 (2015)	522	478	9.2
Year 7 (2015)	531	511	4.0
Year 9 (2015)	568	546	4.0

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	413	409	0.9
Year 5 (2015)	529	498	6.2
Year 7 (2015)	555	546	1.6
Year 9 (2015)	596	583	2.2

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	441	403	1.9
Year 5 (2015)	553	504	9.8
Year 7 (2015)	565	541	4.4
Year 9 (2015)	584	568	2.9

NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2015)	430	398	8.1
Year 5 (2015)	547	492	11.1
Year 7 (2015)	567	543	4.5
Year 9 (2015)	608	592	2.8

### Apparent Retention Rate

Year 12 student enrolment as a percentage of the Year 10 cohort is 97%

## Year 12 2015 Outcomes

Outcomes for our Year 12 cohort 2015	
Number of students awarded a Senior Statement	117
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	92
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	49
Number of students awarded a Queensland Certificate of Education at the end of Year 12	117
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	89.1%
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 12 2015 Destinations (tba)

**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 2014 (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 2014</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>		