

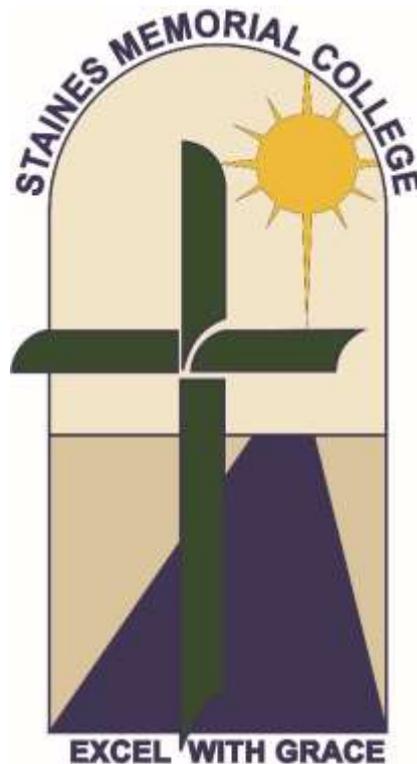
STAINES MEMORIAL COLLEGE

Annual School Report

As required by both State and Australian Governments

Presented 30th June 2017

(based on 2016 data)



“Building a Community for Eternity”

Proverbs 21:21 *Those who pursue righteousness and kindness, find life and honour.*

Introducing our College

Staines Memorial College is an independent Christian School located in Redbank Plains, a suburb of Ipswich, Queensland. We are a Christian Community Ministry (CCM) College. We are a co-educational day school, catering for families who want a Christian education.

We strive to provide Christ-centred schooling in an atmosphere of love, respect, peace and discipline which will encourage students to achieve their potential for God.

Families in our College come from diverse backgrounds, shapes, sizes and experiences. We welcome families from a variety of Christian denominations and traditions. Additionally, our community includes families who don't yet share a Christian faith but are interested in discovering more. We are a non-denominational college, working in partnership with a range of Christian churches.

The College provides a quality education that is Christ centred, in a stable environment that is responsive to individual needs. Our size and ethos enable us to effectively cater for the social, cultural and spiritual needs of each young person.

Our core values are best described by the words: Relationships, Respect, Responsibility, Readiness and Reasoning. (A separate document provides greater explanation.)

The College commenced in 2005 and moved to our current facility in January 2010. The College is named in honour of a family from the Ipswich area. Graham Staines and his boys, Philip and Timothy, were killed in India in 1998 as they served our God in poor and rural areas.

We offer a commitment to excellence, modern teaching facilities and play areas, affordable fees with flexible payment options, and our own bus services to surrounding areas.

School Sector:	Independent
Year Levels Offered:	Prep to Year 12, (+ Kindergarten)
School Type	Co-educational
Enrolment (as of Dec 2016):	438 students (P-12) + 39 Kindergarten

Our Location

Our College is in the south east of the city of Ipswich. Redbank Plains is a rapidly growing area. As we grow we will be a major education provider in the South East Queensland "Ripley Valley" development.

Currently our students come predominantly from the suburbs with a Postcode of 4301, 4300, then 4305. These include the Ipswich suburbs of Blackstone, Bundamba, Camira, Collingwood Park, Dinmore, Eastern Heights, Flinders View, Goodna, Karalee, Raceview, Redbank, Redbank Plains, Silkstone, Springfield, Springfield Lakes and Yamanto.

School Address:	227 – 263 School Road, Redbank Plains Q 4301
Postal Address:	PO Box 561 Redbank Plains 4301
Web Address	http://www.staines.qld.edu.au/

Our Community

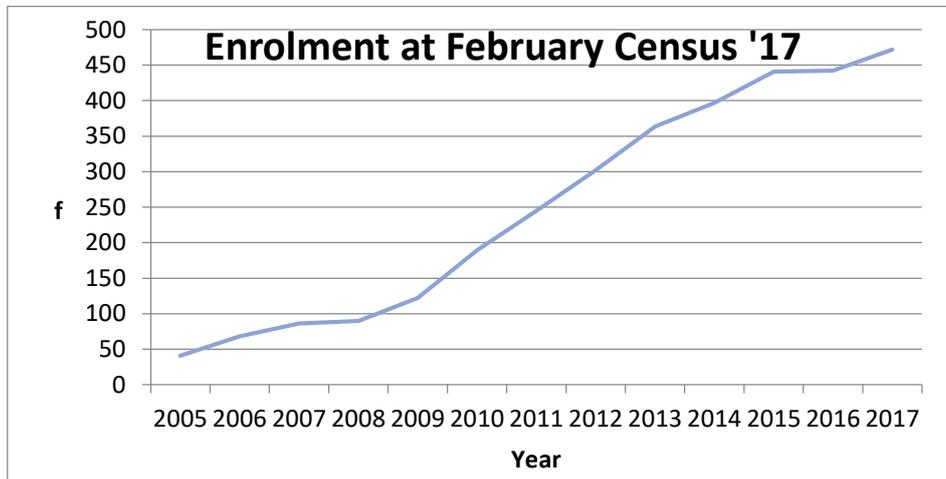
We offer a caring Christian environment provided by dedicated Christian staff.

Parents and staff, especially teachers, are role models for the young people who come to our College. Just as we expect staff to be continually engaged in professional development to be

better at what they do, our College expects our parents to seek ways to develop their parenting skills. Involvement for all of us in learning is so important.

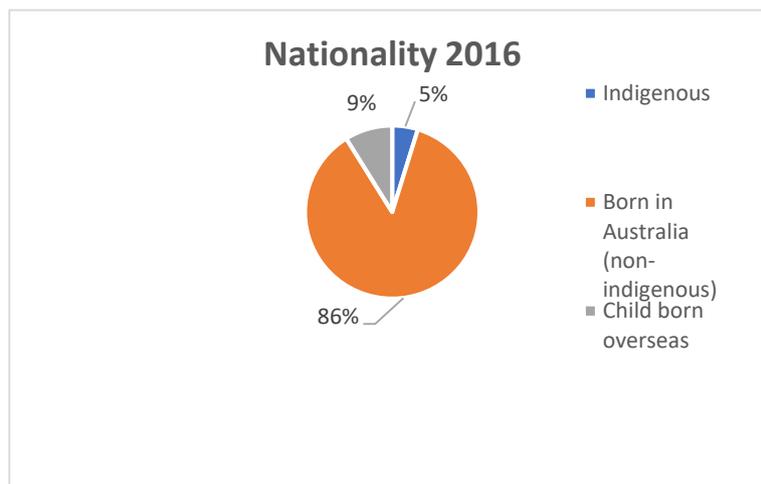
A responsibility that arises from our commitment to *Seeing Lives Transformed* involves parents and staff being committed to working together, learning to model Christlike behaviours.

We are a growing co-educational school.



We cater for all year levels from Prep to Year 12. Our enrolment data shows there is a similar number of males and females. In 2016 we had 11 primary classes (Prep – Year 6) and 9 secondary (Year 7-12) classes. (We also had two Kindy classes.)

Our student population includes students who are Aboriginal and Torres Strait Islander, students who are refugees - predominantly from central Africa, students born of European descent, and students migrating from Africa, Asia and the Western Pacific Islands. Most of our community comprise children born in Australia. Approximately 16% of our community have English as an additional language.



Some of our students are very gifted. Others have learning difficulties and we are pleased to contribute to each one progressing in their learning. Our student welfare team supports all students including those with disabilities including physical, social, emotional, relational, and intellectual. We support more students than for which we receive funding.

Our population is a reflection of our local community.

Our low fees approach is intentional so as to provide affordable quality education. Our students come from a range of two parent families, single parent families, and some in the care of others. Our parents/carers work in a wide range of occupations, many from trades, and we are blessed to also have persons employed in a range of professional / semi-professional areas.

Distinctive Curriculum Offerings

Detailed information about the curriculum offerings at Staines is available to all on our website: www.staines.qld.edu.au. This section of the Annual report focuses on some of our distinctive aspects.

Our 'current' (as of Dec 2016) distinctive offerings are summarised:

- Christ centred Bible based curriculum presented from a Christian Worldview
- Weekly Biblical Living classes and Chapel
- Overseas and Queensland opportunities to serve others in need
- *Literacy & Numeracy Program* – intentionally teaching skills
- *Trade Training Centres* – students are provided on and off the job training as we partner with industries in the Construction trades, Hospitality, Boat Building and Engineering fields.
- *Career Program* – Years 9-12. Students are provided guidance and multiple opportunities in a range of endeavours in preparation for a future after school. Our graduates are either in training or training and employment. We are proud of those completing professional studies and equally pleased for the trade focussed students.
- Year 6 Leadership Camp
- Year 9 Relationship and Personal Development Camp
- Year 11 Leadership Camp
- Extended *Health Program* based on [Mind Matters](#) framework utilising the international resource, "You can DO it"
- *No Apologies* (presented by *Focus on the Family*) – is in addition to our Health & PE. No Apologies addresses personal and sexual health for Year 7, 9, 11 and particularly guides our youth to discover lifestyle habits that results in protecting and respecting self and others.
- *Becoming a Man* - educating boys in and out of the classroom, led by the male chaplain
- *Broken Wings* - assisting female students with self-image, supported by the female chaplain
- Diverse enrichment (including learning support and special needs) programs

Our students support the ongoing community work in India that the Staines family continues to support. This includes corresponding with children in Mayurbhanj District, Orissa State. We also support students in need in Nepal and in Thailand by raising funds and sending teams of staff and Year 12 students.

Biblical Living Program: Within the context of the College mission, Biblical Living has the role of ensuring the student knows what the Bible teaches, why we believe it and how it applies to our everyday life. While all subjects in this College are taught from a Christian Worldview, Biblical Living specifically focuses on the Word of God itself.

Staines Memorial College makes a priority to teaching truths and principles from the Bible in weekly Chapel services, pastoral care classes and where appropriate in various subjects. In the junior years, the focus of teaching is on Bible stories and lessons to be learned. In the middle years, the focus is on values and how we live these out. In the senior years, we consider other belief systems and discuss a range of ethical dilemmas. The Senior Biblical Living includes “Crown Ministries” material (financial management), “No Apologies” material (relational & sexual health program) and “You Can Do It Education” (emotional and social success program).

Vocational Education: We deliver Trade Training opportunities in the Construction trades. We provide direct pathways to apprenticeships. Students are prepared for vocational education through a range of programs through Years 9 & 10, and this includes all Year 10 students undertaking the Certificate II in Structured Workplace Learning. Work placement is a key component of our Trade training, as is weekly instruction by tradespeople.

Environmental and Cultural learning: Our property is bounded by two wildlife corridors which we maintain and access as part of our studies. Our students enjoy the natural surroundings and the benefits this environment presents. Our Aboriginal elders assist in the education of reading the bush and in appropriately developing the environment.

Extra-curricular Activities – Additional Curriculum

Cultural Opportunities: A most important part of our calendar is our Cultural Carnival, renamed IMPACT that incorporates an Annual Talent Quest. This event, held early August, is a celebration of our many cultures. Student and community performances celebrating diversity, contribute to the atmosphere. We now have more than 20 nationalities in our college. Winners of the quest component are awarded prizes in the same way age champions are recognised in sport.

Students have increasing access to different art forms including some cultural dance opportunities. A drama studio was constructed through 2015 to support the artistic interests of students and is now in full use in 2017. Our choirs continue to develop and perform in public on some occasions. Our Visual Art students continue to add creative value to the college with significant art pieces, especially in Kindy, and also have contributed art to different community spaces.

Instrumental music tuition is available to students on application and for additional cost. We have a ukulele group for our youngest students that also performs. As our instrumental program grows, now 70 students, so we are expecting further opportunities to showcase our student’s abilities through 2017.

Students have opportunity to enjoy friendships and learning in guitar group, craft club, chess club, or games club.

Sporting Opportunities: Our primary students (all Years 5 & 6 and some Year 4’s) compete against state and independent schools in a range of sports, usually on a Friday through Terms 2 & 3. Our Junior and Senior Primary Football (soccer) teams, which comprise male and female students, regularly perform very well. We also are increasingly effective when playing Netball and Touch.

Our secondary Futsal teams continue to perform very well at state titles. This is a result of the coaches' ability and students' willingness to listen and learn.

In 2016 two gala days of competition were held for primary and secondary students from our CCM colleges. The central venue is Redbank Plains reserve. With the support of the Ipswich Council we manage the venue preparation and clean up. The days have resulted in quality football, netball, basketball and touch competitions.

There are opportunities for every eligible student to represent our College at interschool meets in athletics, cross country and swimming. We continue to place very well with the percentage trophies on offer at Christian Schools Sports Association (CSSA) events. Our best performances have been in athletics.

Staines students are also eligible to apply for district and regional representation in the Queensland Primary and Secondary sporting association competitions. Some students in 2016 have made state level competitions.

Social Climate

Young people learn best in supported environments, when they feel secure and encouraged, and are provided clear boundaries. Educational, personal and social experiences within the College and outside can significantly impact on a young person's personal growth as well as on their learning and life options. The task of educating the students remains a shared duty evidenced by our commitments to help families raise their children in a safe Christian environment.

In keeping with our goal to educate the whole person, the College has in place a K-12 pastoral care program to cater for the social emotional development and care of students. Our goal is to develop students with an understanding of, and commitment to loving God, and loving others as they love themselves. The Bible repeatedly tells that relationships are what matters most. Jesus said that what is most important is to love (Matthew 22:37-39). Research shows the stronger the relationships developed, the more resilient one will be, and the better one's mental health. Relationship development at our College involves helping students learn to deal with conflict.

The pastoral program is delivered by teachers, peers, student leaders, and guest speakers. The principle sources of content includes the Bible, and the "You can do it" resource.

As a result of structured activities and the care extended by staff, many students are known by many staff.

A unique feature of our secondary care program involves assigning students at enrolment to a pastoral care teacher and they remain with that pastoral teacher for the duration of their years of secondary schooling. Consequently, the teacher, student and their parents/carers develop quality relationships.

Student training and support occur in a range of diverse settings. For specific needs, students access our chaplaincy service and, as required, students and carers are referred to professional counselling and medical services. Our staff is very effective in supporting students with needs.

As a consequence of our significant endeavours in attending to student staff and community welfare, we have national endorsement for five years as a *Mind Matters* school.

Consequently, we have the privilege of assisting other schools in their support of staff and student health.

The structure of what we do is informed by the national mental health resource: "[Mind Matters](#)". That is, we seek to

- embed promotion, prevention and early intervention activities for mental health and wellbeing in Australian secondary schools;
- enhance the development of school environments where young people feel safe, valued, engaged and purposeful;
- develop the social and emotional skills required to meet life's challenges;
- help school communities create a climate of positive mental health and wellbeing;
- develop strategies to enable a continuum of support for students with additional needs in relation to mental health and wellbeing;
- enable schools to better collaborate with families and the health sector."

One early intervention activity involves addressing bullying. Correcting this wrong behaviour is just one of the things we do. We would rather no bullying exist. We are proactive and we are realistic, effectively tackling the issues as they arise. Helping to change behaviours takes time but is a necessary focus. Parent forums have again concluded that while there is bullying everywhere there is very little at SMC and that is because matters are dealt with quickly, consistently and effectively by staff and families.

Our focus in behaviour development is to see a restoration of relationships. When someone has acted inappropriately we expect them to admit what they have done wrong, apologise, seek to put things right and work with supportive people to change. We consider that our behaviours are an attempt to meet needs, often ill-informed or ill-considered or just selfish. Further we consider that we always have a choice with our behaviours. Our approach is based on our understanding of God's Word and much of the approach of William Glasser.

Discipline helps all of us to achieve God's purpose in our lives. People who are disciplined (i.e. self-controlled and responsible) lead fruitful and successful lives. Therefore, high standards of class and individual conduct are expected at Staines. Students are expected to act in a safe, healthy, fair and respectful manner at all times at Staines. (This includes any College activity, as well as in the coming to and going from the college.)

We encourage students to look beyond themselves, caring for others in our College community and in the wider community. An effective example of this occurs when there is a significant illness. On these occasions meals and practical support are extended to the families affected.

A further example of care shown is evidenced by the efforts of students and wider community in providing financial support to a wide range of causes.

Parental Involvement

Our College benefits greatly from parental involvement. We are a community school that relies on sharing the responsibility for raising children. Staff and parents have clear and distinct responsibilities, so too the College leadership. The Principal is responsible for leading and managing the College under the authority of the Board who have the legal

responsibilities to ensure continuity in ethos, financial viability, student safety and quality education.

The roles of the Board and Principal and the nature of partnership between parents and the College is explained at enrolment and confirmed in writing in the enrolment contract. We know parents best influence learning by being positive role models, evidenced by the manner in which they encourage learning, personally engage in learning, and how they interact with their family and community.

At enrolment, parents are encouraged to become part of Faith in Action (FIA) teams, groups committed to practically expressing their beliefs and values. The FIA leadership assist the college community by coordinating parent activities and contributions. This team works collaboratively with the Principal to facilitate improvements to students' learning and the College environment.

Parents attend induction programs to assist them become more effective in working with staff and students. Parents and volunteers are acknowledged in a variety of ways including recognition at the Annual awards and at a special end-of-year coffee and dessert night.

Increasing numbers of families are providing practical assistance in a range of College activities, including assisting in the classroom, and assisting with caring for our grounds. Providing practical assistance through a range of fund raising efforts is also greatly appreciated. These efforts purchased resources for our children and in 2016 included resources for music and drama, lower primary playground enhancements, and sporting equipment for some newly formed teams. All contributions made are invaluable.

Possibly because of many family's busy schedules, and their reported preference to practically assist rather than meet, we had fewer people at meetings. Parents at FIA meetings are provided first opportunity to hear of college developments and ask questions. Separate to these meetings, parents are welcome to discuss suggestions for improvements with any of the college leaders

Community Satisfaction with the School

As a practice we survey staff, students and parents each year in May. Surveys are completed on-line, allowing for anonymity. Students, parents and staff are asked similar sets of questions to enable comparisons and identify strengths and weaknesses. Questions from one year to the next remain similar to enable further comparisons, enabling consideration of trends. The College Board considers the summary of responses as one of a number of tools to review College effectiveness and inform planning for the subsequent years. Upon consideration of a range of data sets, staff have opportunity each July to reflect upon and make changes to practices.

The satisfaction data commented on in this report is based on the most recent surveys completed in May 2017 as we believe that is more current and hence informative for the readers of this report. Additionally, we conducted six parent forums to gauge their response to a range of issues.

Summary of Key messages - Staff Survey:

With 75% of staff responding to the survey, we have a healthy data set of opinions to enable effective reflection and planning for the future.

92% of staff report to “consistently or usually” being treated respectfully by students. This high result is a continuation of the good results of previous years and is in response to concerted efforts to implement biblical approaches when conflict arises.

When considering the aspects of life and culture, staff ranked the commitment to the Christian ethos as the most important feature of the College. Next in importance, according to staff, is the cohesion and commitment of the staff team, and the quality of teaching offered. (This year’s parent data indicates 97% of them believe the quality of teaching is the most important feature of the life and culture of the College. Parents consider staff cohesion and commitment as next in importance.) These factors provide good explanation for our continuing growth.

Improvements in staff - student relationships, student behaviour, quality of resources and student efforts were areas most valued by staff. Staff also report to seeing continuing improvement in student efforts and report to observing improvements in the quality of student work. We continue to intentionally raise the standards expected of students.

While staff have noted some improvements in access to reliable technology, IT access and storage is an area where we continue to invest. We are in the final six months of a two-year plan to replace old technology to improve access and reliability.

Teachers consider the most significant events in the calendar are Chapel Services, Awards Ceremonies, Parent-Teacher Opportunities, and Graduation services.

Staff also highly value staff faith activities, devotions and our IMPACT (Cultural) Celebration. Competing against other schools is the least valued of our activities, although more than 75% see value in competing.

More than 70% of staff are contributing to professional development of other staff and nearly 50% report to being regularly challenged in their learning.

The good outcomes of this survey are a result of careful long-term planning.

Summary of Key messages – Parent Data:

A large number of families assisted us in providing data on our parent survey.

Of those who responded, 90% report to usually or regularly assisting their children’s learning at home. This is great news. Evidence of this involvement is that more parents have come to assist in the learning provided at the College.

Awards ceremonies and Graduation are considered by parents as the most important events in the college calendar. When combining most important and very important categories, we are pleased by the affirming news that for parents, opportunities to meet with teachers ranks highest. Student’s progress is very much influenced by the quality of that partnership.

The three things parents identified as most important to them were the quality of teaching provided (98%), the support provided to their children (89%), and the commitment and cohesion of staff (83%).

68% of respondents agree there are continuing quality improvements to the facilities. This domain was commented on most. While some improvements in IT were observed by 16%, this area was also the one of most concern to parents (27%).

Most parents report to observing improvements in relationships, student behaviours, attitudes and efforts. More parents compared to last year believed there has been an observed improvement in student effort and in the quality of work completed.

There was a range of responses around faith-based activities, some highly valuing and others not seeing it as significant. This is a reflection of the diversity of belief in our community. As a faith-based school we will continue to emphasise matters of faith and faith practices.

There is acknowledgement from families that communication has improved. We will continue to explore ways for further improvement. We are encouraged by the high percentage of parents who report to reading the newsletter. We ask parents to help us help them by updating phone and email changes.

The College remains committed to providing quality education and resourcing that ensures fees are kept as low as possible. This means decisions to expand resources or opportunities are done so cautiously and that some parent's preferences cannot be accommodated.

Summary of Key messages – Student Data:

The survey for the first time now includes students from years 5-12. Two hundred and seventeen responded.

The first set of questions invite students to reflect on their own behaviours. They rated themselves highly on their respect and friendliness toward others, including adults. Many visitors comment about this aspect of our college. 50% of students indicated they had no outside connection to a church youth group or church.

The next set of questions invite responses about interactions with teachers. 92% of students believe their teachers have high behaviour expectations and close to 80% report they are provided with useful feedback. Almost all say they feel safe at school and most agree that it is a good school.

When asked to reflect on the past year, the following four statements were most supported:

- I am trying harder to do my best;
- My teachers are helping me more;
- I am making better use of technology;
- I have stronger friendships.

Compared to last year the following improvements are most valued by students: the quality of our buildings and equipment; the quality of events held and the opportunities to get involved.

What students rated most important about school was the quality of teaching, followed by the support and encouragement provided. Thirteen percent did not rate having extra adults, in addition to teachers as important. Again, reflecting the diversity of the community, 88% said the Christian ethos and faith activities was important, the rest not so.

The events students considered most important were (1) graduation (2) camps and excursions and (3) ANZAC service and most considered Chapel services as important. The least rated events as viewed by students were the parent teacher interviews and tuckshop days.

When compared to previous years' data the surveys revealed some improvement in most domains measured. From a good starting position of the previous year, this outcome is most pleasing.

Contact persons for further information

For enrolment enquiries: please speak to our Registrar team, Mrs Lynda Winders or Mrs Laura Hopkins.

For information about College Policies, Procedures or other matters: the Principal's Assistant, Mrs Christine Hoerlein will assist.

School Income broken down by funding source

The *My School* website <http://www.myschool.edu.au/> records a summary of College income and expenditure. Please refer here for details our government requires us to provide to you.

Staffing Information

Staff Composition, Including Indigenous Staff:

Our staff are all committed to loving God, and loving others as they love themselves. Each has a personal faith in the Lord Jesus Christ and in joining our team commits to our statement of faith and lifestyle clauses. They come from 54 different church fellowships.

Numbers of our staff are involved in training other staff from our College, other colleges, as well as tertiary students.

We employ staff from a range of cultural backgrounds, including two first Australians. Twelve of our staff were born overseas. The staff community reflects the diversity of our student population.

In 2016 we employed 77 people, 36 were teachers. We employ numbers of part time staff. A distribution of the composition is summarised in the table.

Staff Numbers	Admin		Aides		Support		Primary Teachers		Secondary Teachers	
	m	f	m	f	m	f	m	f	m	f
2016	0	3.9	1.8	6.7	7.2	2.3	1.6	12.7	7.7	6.7

Staff in our community belong to at least one of five operational teams: teachers, aides, administration, property and bus. The leaders of these teams, along with the Principal, are our College leadership team. (The College Executive from the end of 2106 comprises the Principal, Director of Teaching & Learning and Director of Character Development.)

Our College house teams create opportunities for staff to work with and support staff from different teamwork areas. The practical care and prayers of the house teams contribute to our modelling to the community that we value diversity and unity.

Qualifications of Teachers:

A list of all teaching staff at SMC is available on the Queensland College of Teachers [website](#). The table below summarises the highest levels of qualification of the 36 teachers in

2016. NB some staff hold dual degrees. Fourteen teachers have multiple qualifications. Three teachers also have certificate qualifications to ensure VET delivery.

Qualification	Number
Doctorate or higher	
Masters	2
Bachelor Degree	34

Teacher Participation in and Expenditure on Professional Development:

All staff participate in our Annual Appraisal process which includes setting goals (aligned with College direction), documenting professional development activities, and personal and peer reflection on goal attainment. All staff receive five days of training at the commencement of each year, prior to students commencing the academic year. Additionally, the first two days of Term 3 are devoted to staff training and further time is spent on a local show day in semester one and another day in Term 4.

All teaching staff have exceeded the Queensland College of Teachers requirement of 30 hours committed to training. As part of their Appraisal and QCT requirements they register at regular intervals, hours accumulated.

The major teaching professional development initiatives in 2016 were in Peer learning (internal professional development); Mentoring program; Numeracy coaching (ISQ coaching partnerships); and Literacy development. Other training opportunities were provided to teachers new in their roles. This included providing training in curriculum design and delivery, and curriculum mastery. Teachers also received training in areas identified by their personal goals that aligned with our strategic direction.

a) Table of Professional Development Activities

Description of PD activity	Number of teachers participating in activity
Internal Professional Development (including staff development days)	36
Literacy Development	3
QCAA Panels	3
Oral Language in Early Years	3
Chinese Language Development	1
VET	1
Careers Development	1
New Senior Forum	2
Bronze Medallion	2
Digital Technologies	1
ISQ Curriculum Updates	3
CSA Learning & Leaders	3
Leadership development	7
Working with difficult people	3
Total number of teachers participating in at least one activity in the program year	36 (100%)

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD Course costs / Release costs	Average expenditure on PD per teacher
36	\$ 12720 / \$ 22636	\$ 982
The total funds expended on teacher professional development in 2016		\$ 35 355
The proportion of the teaching staff involved in professional development activities during 2016		100%

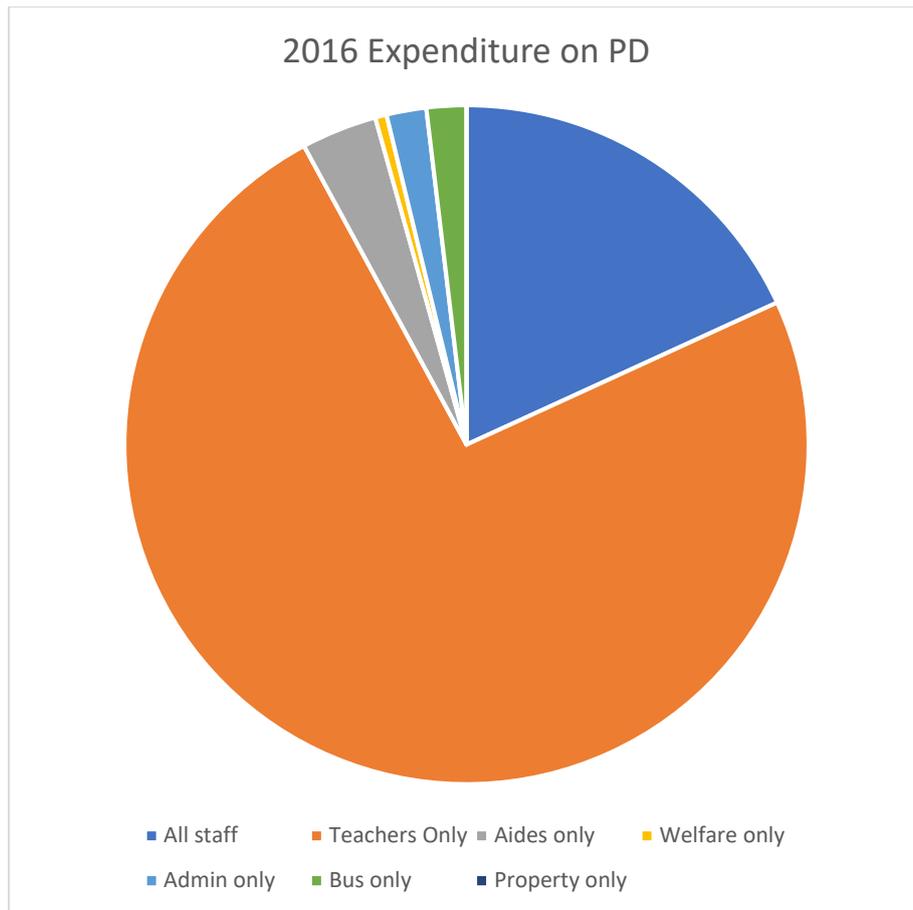
Teacher release is provided to support individual learning goals that are aligned with the College goals. At the commencement of each year, teachers identify areas of strength they can share and areas that would benefit from further development. Teachers present an assessment of their strengths and weaknesses in their Annual Appraisal book to their supervisor and collaboratively training is planned. All staff are required to present their learning to colleagues at the conclusion of their training.

Additional to the staff development days we have programs (mainly after hours) during the term that support and develop our College staff. Some time is devoted to whole staff training and some to developing teams or individuals in teams. Money spent on sending staff to courses is targeted to develop individual strengths that will in turn benefit the team and hence the college. Two examples: (a) all bus drivers were trained in defensive driving with additional time provided for one driver, (b) the college pays for the Registrar to attend an annual conference.

We seek to bring “experts” to the college rather than send people to events, that way training is targeted to identified needs. Participation in external PD is dependent on a staff members personal learning goals as identified in their appraisal, and the alignment of their learning goals to published college goals.

Total spend on staff training was \$45 565. The largest component of cost is usually ensuring work continues while the staff member is at training – that is the cost to release staff to attend. Most of the release costs are spent on replacing teachers. In recent years, a number of grants from the state government have greatly assisted in enabling the release.

The following graph illustrates the distribution of money spent on course costs for staff.



Average staff attendance

(a) Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
70	200	568	96%

(b) Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
36	36	100%

Key Student Outcomes

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

The average attendance rate for our College students as a percentage in 2016 was 95.35 %.

This figure was 93.85% in 2015 and close to 91% in 2014. The improvement is a result of consistent and effective support for students and families in need and also a result of refined practices of follow up.

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2016
Preparatory	93.8%
Year 1	95.6%
Year 2	96.3%
Year 3	94.6%
Year 4	96.2%
Year 5	95.8%
Year 6	95.9%
Year 7	93.8%
Year 8	96.5%
Year 9	95.8%
Year 10	95.2%
Year 11	95.3%
Year 12	94.8%

We have observed a continuing improvement in the attendance rates. We don't want to waste opportunities for learning that result when attendance is not consistent. Being on time and in attendance demonstrates respect and responsibility.

Non-attendance Management

We request parents to notify the College office either by phone, text or email by 8:30am on the day of absence. If absence is not reported, the College office sends a text message to parents reminding them to contact the office. A phone call follows if a parent is non-compliant with their responsibility to provide explanation. If no contact is achieved a letter is sent. Persistent absences are reported to the relevant authorities (Child Safety and Police).

NAPLAN results for Years 3, 5 and 7 and 9 in 2016:

NAPLAN Benchmark Data for Year

As a College, we do not shy away from accepting students with learning needs or with English as an Additional Language or Dialect (EALD). One third of our lower primary students are from families born overseas and we also have a significant proportion in the secondary years for whom English is not their first language.

We encourage students to sit NAPLAN aware that better College results would appear if this were not so. We accept the challenge and responsibility for helping all our students make improvements in attitude, effort and performance in a range of disciplines including the most important: Literacy and Numeracy. We track individual student performance, and cohort performance from time of enrolment. We track students' progress using a range of measures e.g. PAT tests and Diagnostic Reading Assessments, and parents are shown this data for their child as often as they would like. We are working towards having some data online and personalised.

The heart of school improvement rests on improving daily teaching and learning practices. This includes developing a consistency of language and practice across the College. Over the past few years we have embedded Reading, Writing and Mathematics workshops into our daily practices. We have also implemented a Phonics program from Prep to Year 6. We believe further improvements will be achieved as these practices continue to be implemented.

We have observed continuing improvements in NAPLAN results in the primary years as we have embedded practices and we are working on lifting standards in the Year 7 and 9 cohorts.

For a complete summary of NAPLAN you are encouraged to visit <http://www.myschool.edu.au/>

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	374	426	94%
Year 5 (2016)	464	502	89%
Year 7 (2016)	520	541	88%
Year 9 (2016)	559	581	90%
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	401	421	100%
Year 5 (2016)	456	476	94%
Year 7 (2016)	502	515	85%
Year 9 (2016)	529	549	81%

Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	378	420	91%
Year 5 (2016)	468	493	92%
Year 7 (2016)	522	543	92%
Year 9 (2016)	558	580	97%
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	381	436	100%
Year 5 (2016)	469	505	92%
Year 7 (2016)	508	540	92%
Year 9 (2016)	559	569	94%
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2016)	354	402	88%
Year 5 (2016)	452	493	92%
Year 7 (2016)	499	550	88%
Year 9 (2016)	553	589	97%

Apparent Retention Rate Year 10 to 12

Year 12 student enrolment as a percentage of the Year 10 cohort is 81%

Due to family circumstances, three students at the end of year 10 left our college and continued education at another school and two students entered the workforce.

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Education Profile	21
Number of students awarded a Queensland Certificate of Individual Achievement	1
Number of students who received an Overall Position (OP)	11

Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	1
Number of students awarded one or more Vocational Education and Training (VET) qualifications	18
Number of students awarded a Queensland Certificate of Education at the end of Year 12	14
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	33%
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	95%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

These results demonstrate a continuing support of diverse learning pathways. We celebrate with this cohort their continuing improvement for students from our college getting to university. Our goal is to ensure the percentages on the last two lines is 100%.

Post-school Destination Information:

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, *Next Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the school's website in September after release of the information.

Post-school Destination Information - Mandatory Information to be published by 30 September each year. (This information will come from the current Next Steps survey.)

Background information on how the Next Steps survey was conducted: School Response Rate to the Survey

We keep in regular communication with our graduates, both informally through teacher contact at a community event and through periodic and systematic phone contact from a staff member, usually the careers advisor or her representative. Graduates also initiate contact.

Periodic and intentional contact occurs in June and September. At these times students are asked about their progress towards goals. Some offer to come and talk of their experiences to continuing students, others we invite to come in. In the table below, we are yet to hear from 3 of our student but expect to do so in eth coming weeks.

Number of Year 12 students in 2016 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
21	18	86 %

Summary of findings in relation to main destinations of students

School Year - 2016	Number of Students in each category	Percentage of Students in each category
University (degree)	5	24%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	6	29%
Working full-time	0	%
Working part-time/casual	2	10%
Seeking work	3	14%
Not studying or in the labour force	2	10%
Waiting on their advice	3	14%
Total Year 12 students	21	100%

We remain encouraged by the continuing participation of our students in learning and earning. We desire that our graduates continue to see their value in who they are and the contribution they can make to the lives of others. Conversations with recent and previous graduates indicate this is true for many.