STAINES MEMORIAL COLLEGE

Annual School Report
As required by both State and Australian Governments

Presented 30th June 2014
(based on 2013 data)

“Building a Community for Eternity”

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

Effective school reporting provides parents, staff, students and the community with meaningful information about schools. All Queensland schools are required to publish a minimum set of information for parents and the community. The Schools Reporting Policy ensures that all schools report similar information that complies with Government requirements in a clear and comprehensive manner. By publishing this Report, schools will meet both State and Australian Governments reporting requirements.

About our College

Staines Memorial College is an independent Christian School located in Redbank Plains, a suburb of Ipswich, Queensland.

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

The school 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.

The College commenced in 2005 and moved to our current facility in January 2010. We are a co-educational day school, catering for children from a variety of Christian denominations, backgrounds and traditions. It is non-denominational in ethos.

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

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.

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.

Key Contact: Enquiries about enrolling in our College should be directed to the Registrar. Most policy and procedural information is available on our website.

<table>
<thead>
<tr>
<th>School Sector:</th>
<th>Independent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Levels Offered:</td>
<td>Prep to Year 12</td>
</tr>
<tr>
<td>School Type</td>
<td>Co-educational</td>
</tr>
<tr>
<td>Enrolment:</td>
<td>366.5 students as of Dec 2013, 387 students as of 27 Jun, 2014</td>
</tr>
</tbody>
</table>

Our Location

We are located in the south east of the city of Ipswich. Redbank Plains is a rapidly growing area. In time we expect to 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, Kalaree, Raceview, Redbank, Redbank Plains, Silkstone, Springfield, Springfield Lakes and Yamanto.

| School Address: | 227 – 263 School Road, Redbank Plains Q 4300 |
| 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 committed Christian staff.

Parents and teachers are role models for the young people who come to our College. Our College expects that our parents will seek to improve their parenting, in the same way we expect staff to be continually engaged in professional development. Our Chaplains are available to support parents in raising their children.

Part of Building a Community for Eternity 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 are a similar proportion of males to females. In 2013 we had 10 primary (Prep – Yr7) and 8 secondary classes. (In 2014 we have 11 primary and 8 secondary classes.)

Our student population includes students who are Aboriginal and Torres Strait Islander, students who are refugees - predominantly from central Africa, students born in Asia, Africa and the Pacific Islands as well as those born of European descent. Most of our children are born in Australia. A number have English as an additional language.

Some of our students are very gifted, others struggle with learning difficulties. Our student welfare team supports these students as well as students with disabilities including physical, social, emotional, relational, and intellectual.

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 2014) distinctive offerings are summarised:

- Christ centred Bible based curriculum presented from a Christian World view
- Weekly Biblical Living classes and Chapel
- Overseas mission opportunities
- *Literacy Program* (a component dedicated time for students identified with needs, students mainly in Years 4-7)
- Our Year 7 ‘secondary’ program means we receive students at the start of Year 7 as well as the usual start of Year 8. Our Year 7 students participate in a range of traditional secondary school experiences.
- *Trade Training* – opportunities in the Construction trades, Hospitality and Boat Building. We believe developing trade and professionally focused students is equally important.
- Year 6 Leadership Camp
- Year 11 Leadership Camp
- *Becoming a Man* - educating boys in and out of the classroom
- *Broken Wings* - assisting female students with self-image
- extended *Health Program* based on *Mind Matters* framework that includes the relationship education curriculum “No Apologies”
- Excellent 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 raising money, raising awareness and corresponding with children in Mayurbhanj District, Orissa State. We also maintain links with Christian work in Nepal and China. Chinese is studied from Prep to Year 6.

**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 Biblical perspective, Biblical Living specifically focuses on the Word of God itself.

Staines Memorial College makes a priority of 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).

**Trade Training** We deliver Trade Training opportunities in the Construction, Hospitality and Boat Building trades. We are an endorsed “Doorways to Construction” school, providing eligible students 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 properly developing the environment.

**Extra-curricular activities (Other Curriculum)**

**Cultural Opportunities:** Instrumental music tuition is available to students on application and for additional cost. Students also have limited access to some cultural dance opportunities.

Our choir is developing and performs in public on two occasions. We now 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 students abilities through 2014.

A most important part of our calendar is our Cultural Carnival that incorporates an Annual Talent Quest. This event, held early August, is a celebration of our many cultures. Students and community performances contribute to the atmosphere. Winners of the quest are awarded prizes in the same way age champions are recognised in sport.

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

**Sporting Opportunities:** Our primary students (all Years 6 &7, and some Year 5’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 & 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 due to our coaches’ ability and students’ willingness to listen and learn.

In 2013 two gala days of competition were further developed for primary and secondary students in 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 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 Australia (CSSA) events.

Staines students are also eligible to apply for district and regional representation in the Queensland Primary and Secondary sporting association competitions. Some students in 2013 have made state level competitions.

**Social Climate - School Culture and Pastoral Care**

Young people learn best in supported environments. If they feel secure and encouraged, and are provided clear boundaries they will learn well. 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 P-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, 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, the better one’s mental health. A part of relationship development involves helping students learn to respond with conflict.
The P-12 program is delivered by teachers, peers, student leaders, and guest speakers. The essence of the program is to strengthen relationships with God, others and themselves. The principle sources of content include the Bible, and another educational resource, “You can do it”.

As a result of structured activities and the care extended by staff, students in the secondary section of the College are known to many of the primary staff and our primary staff know many of the secondary students.

A unique feature of our program involves assigning secondary 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.

A consequence of our significant endeavours in attending to student staff and community welfare, we were nationally endorsed in 2012 as a model Mind Matters school, the only Queensland school to receive such recognition in 2012. We are often assisting a number of schools in how we support staff and student health, having received a number of grants to further develop what we do. (In 2014 we are being professionally filmed with the outcomes being presented on the new Mind Matters website.)

The structure of what we do is informed by the national mental health resource: “Mind Matters”. “Mind Matters aims 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.

Our focus in behaviour development is to see a restoration of relationships. When someone has done the wrong thing we expect them to admit what they have done wrong, apologise, seek to put things right and work with supportive people to change.

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 school.)

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 the Timothy & Phillip Boys Hostel in the Orissa province of India.

**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. Parents best influence learning by being positive role models, evidenced by the manner in which they engage in learning, and how they interact with their family and community.

Increasing numbers of families are providing practical assistance in a range of College activities, including assisting in the classroom, assisting in the grounds, and providing practical assistance through a range of fund raising efforts. Their contributions made are invaluable.

At enrolment, parents are encouraged to become part of Faith in Action teams, groups committed to practically expressing their beliefs and values. The leadership of Faith in Action (FIA) works collaboratively with the Principal to make improvements to students’ learning and the College environment. The FIA Leadership team need to be active in expressing their Christian faith and appointments are with the approval of the Principal.

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.

Parents at FIA meetings are provided first opportunity to consider the results from the Annual Opinion survey. The meeting was greatly encouraged by the results of parents’ opinions.

**Community satisfaction with the school**

As a practice we survey staff, 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. 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 2014 as we believe that is more current and hence informative for the parents rather than the opinions of parents in the period May 2012 - May 2013.

**Summary of Key messages - Staff Survey:**

94% of staff report to “consistently or usually” being treated respectfully by students. This high result is an improvement on the good results of the previous year and is in response to concerted efforts to implement biblical approaches when conflict arises.

89% of staff report to seeing an improvement in student efforts and 88% report to improvements in the quality of student work. We continue to intentionally raise the standards expected of students. Growth in student numbers has enabled the appointment of new, yet experienced staff and the appointment of some staff to key leadership roles, roles that support
teacher development. Almost all staff (93%) express appreciation for continuing improvements to professional training and physical resources.

100% of staff believe the commitment to the Christian ethos is the most important feature of the College. Next in importance according to staff is the quality of teaching offered. Parent data indicates 97% of the parents believe the quality of teaching is the most important feature of the College. These two factors are significant reasons to explain our growth.

Teachers believe the most significant events in the calendar are the Parent-Teacher interviews and Chapel Services. They also highly value staff devotions and our Cultural Celebration. Competing against other schools is the least valued activity, but more than 80% see value in competing.

Almost all staff report to seeing continued improvements in facilities and resources. Access to reliable technology has increased as the key issue of concern for staff. This is largely due to ageing machines, slow internet and an upgraded but poorer administrative database. The expected roll out of the NBN will be much appreciated to help us better connect.

Staff use of technology in the class has increased. All classes have wireless internet access, have timetabled lessons in labs and can also access laptops moved from class to class by trolleys. All classes have access to data projectors and their interactivity capacity. These developments follow concerted financial efforts as well as training by the College leadership.

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

Key messages - Parent Survey:
89% report to assisting their children’s learning at home. This past year more parents have come to assist in the learning provided at the College. Of all the activities provided, parents consistently consider parent teacher opportunities the most important. We are encouraged by these responses as we believe that learning is a partnership and that student’s progress is very much influenced by the quality of that partnership.

Most parents report to observing improvements in relationships, student behaviours, attitudes and efforts. In particular 88% of parents believed there has been an observed improvement in student effort and 89% in the quality of work completed. Parents also expressed appreciation for the improvements observed in physical resources (86%) and quality of college events (90%).

The three things parents rated most highly about the College were the quality of teaching provided (97%), the support provided to their children (95%), and the commitment and cohesion of staff.

94% of parents indicate they are treated respectfully by staff and 91% believe they are usually or consistently treated well by students.

On analysing the response to what improvements you would like to see, responses were very specific and consequently varied with no obvious pattern of issues for the staff to address. A few matters related to the challenges of working parents and shift workers accessing and providing help.

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.

Key messages - Student Survey:
Students in Years 8-12 are surveyed.
80% of students consider they are using technology effectively. 79% believe they are working harder this year. A consequence of this effort was the greater number of awards presented at our Annual Awards ceremony.

Students report that what they have valued most was the improvements in the quality of events provided (sports days, cultural celebration, other ceremonies) and the continuing improvement in facilities.

65% of students report to having more friends than last year and 69% report to thinking of others needs more than previously. This is an encouraging outcome of refinements to our pastoral care program.

Like their parents, what matters most to students in their learning is the quality of teaching provided, the support they are given and the facilities they have to work in. Students admit that the main reason they do not ask for help is that they are worried about what others might say. While there is improvement in a student’s own assessment of self-respect and self-worth, other data responses indicate there is an ongoing need for staff and parents to help students set and keep personal boundaries, learning to be independent of others opinions.

Graduation was considered the most important College activity. The Cultural Celebration was highly valued as were sports days. Tuckshop days were valued. A third of students did not consider that parent teacher meetings were valuable. We will explore the reasons for this in the coming year.

When asked what changes students wanted, the main desire was for us to have a tuckshop. Acquiring one will totally depend on our ability to fund one, and will only occur after education facilities and resources are procured.

Contact persons for further information
Should you desire more information about enrolling in our College please speak to our Registrar, Mrs Laura Hopkins.

The Principal’s Assistant, Mrs Christine Hoerlein, can assist you with further details about College Policies and Procedures.

School Income broken down by funding source
As required by the government, the My School website http://www.myschool.edu.au/ records a brief summary of College income and expenditure.

Staffing Information
Staff composition:
Our staff are all committed to loving God, loving others as they love themselves. Each has a personal faith in the Lord Jesus and in joining our team commits to our ethos.

We employ staff from a range of cultural backgrounds. While there are currently no permanent indigenous staff we greatly value the time an indigenous staff member can provide in between her family and study responsibilities.

We employ numbers of part time staff. A distribution of the composition follows.
The staff FTE in 2013 was 41. In 2014 the staff FTE 44. Teaching staff numbered 27 in 2013. In 2014 we have 29 teachers.

We intentionally employed two male teacher aides in the primary section to support the female teachers and assist with providing a male role model in the younger years. This has contributed to a reduction in behaviour incidents and an increase in male student’s engagement. A full staff list, including roles is provided on our website.

Qualifications of all teachers:

A list of all teaching staff is available on the Queensland College of Teachers website. The table below summarises the highest levels of qualification of the 27 teachers in 2013.

<table>
<thead>
<tr>
<th>Qualification (highest level)</th>
<th>The number of classroom teachers and school leaders at the College who hold this qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate or higher</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>2</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>24</td>
</tr>
<tr>
<td>Diploma</td>
<td>1</td>
</tr>
</tbody>
</table>

Fourteen teachers have multiple qualifications. Three teachers also have certificate qualifications to ensure VET delivery.

Expenditure on and teacher participation in professional development:

All teaching staff has exceeded the Queensland College of Teachers requirement of 30 hours committed to training. They register at regular intervals, hours accumulated as required by the QCT. All teaching staff participate in our Annual Appraisal process which includes setting goals (aligned with College direction) followed by personal and peer reflection on goal attainment.

The major professional development initiatives were: Literacy & Numeracy Training, and Welfare Training.

Other training opportunities were provided to staff 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.

Expenditure on Teacher PD

\[ \text{Average expenditure on PD per Teacher} = \frac{\text{Total expenditure on Teacher PD}}{\text{Total number of teachers}} \]

<table>
<thead>
<tr>
<th>Total Number of Teachers</th>
<th>Total expenditure on Teacher PD</th>
<th>Average expenditure on PD per Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>24 FTE</td>
<td>$14,523 (course costs + $26,880 (84 days teacher release)</td>
<td>$593 3 days per person</td>
</tr>
<tr>
<td></td>
<td>Total = $41,403</td>
<td>$1,725</td>
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</tbody>
</table>

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 release days for teachers, 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. Further, staff participate in training on a local show day in semester one and two days in term 4. Term 4 training focuses on preparation for the following academic year.

Additional to the staff development days we have programs during the term that support and develop our support staff. The following graph shows the distribution of money spent on course costs for staff.

![2013 PD Expenditure Graph](image)

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

\[
\text{Average Staff Attendance Rate} = \frac{\text{Number of Staff} \times \text{Number of School Days} - \text{Total Days Staff Absences}}{\text{Number of Staff} \times \text{Number of School Days}}
\]

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th>Number of Teaching Days</th>
<th>Total Days Staff Absences</th>
<th>Average Staff Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>57</td>
<td>187</td>
<td>262</td>
<td>97%</td>
</tr>
</tbody>
</table>

Staff attendance is even higher this year as a result of intentional staff welfare commitments and processes. “This is a great place to work” is a common response from staff.

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

\[
\text{Retention rate} = \frac{\text{Number of permanent teaching staff retained at beginning of program year} \times 100}{\text{Number of permanent teaching staff at end of previous year}}
\]

<table>
<thead>
<tr>
<th>Number of permanent teaching staff at end of previous year (2012)</th>
<th>Number of these staff retained in the following year (2013)</th>
<th>% retention rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>18</td>
<td>82%</td>
</tr>
</tbody>
</table>

Four teaching staff concluded their time at the end of 2012: one moved to a sister college, one to be a full time mother, one married and moved 1200km away and the fourth went to further study. One of the great things about our College is that staff want to be here and one evidence of this is how many people they invite along to become part of our community.

Staff Annual Opinion survey results show a strong commitment to the College and a high desire to remain, as long as family circumstances enable.

**Key Student Outcomes**
Average student attendance rate (%) for the whole school

\[
\text{Average attendance rate} = \frac{\text{Total attendance}}{\text{Number of possible attendance days}} \times 100
\]

<table>
<thead>
<tr>
<th>Number of school days in program year</th>
<th>Total number of all students</th>
<th>Total number of all student absences</th>
<th>Average Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>187</td>
<td>366.5</td>
<td>6697.5</td>
<td>90.3%</td>
</tr>
</tbody>
</table>

Average student attendance rate for each year level

\[
\text{Average attendance rate for a year level} = \frac{\text{Total attendance for each particular year level}}{\text{Number of possible attendance days for each particular year level}} \times 100
\]

<table>
<thead>
<tr>
<th>Number of school days in program year</th>
<th>Total number of students in a particular year level</th>
<th>Total number of student absences in a particular year level</th>
<th>Average Attendance Rate for a particular year level %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep - 187</td>
<td>28</td>
<td>297</td>
<td>94.3%</td>
</tr>
<tr>
<td>Year 1 - 187</td>
<td>27</td>
<td>304</td>
<td>94.0%</td>
</tr>
<tr>
<td>Year 2 - 187</td>
<td>31</td>
<td>259</td>
<td>95.5%</td>
</tr>
<tr>
<td>Year 3 - 187</td>
<td>30</td>
<td>220</td>
<td>96.1%</td>
</tr>
<tr>
<td>Year 4 - 187</td>
<td>21</td>
<td>260</td>
<td>93.4%</td>
</tr>
<tr>
<td>Year 5 – 187</td>
<td>27</td>
<td>324</td>
<td>93.6%</td>
</tr>
<tr>
<td>Year 6 – 187</td>
<td>27</td>
<td>525</td>
<td>89.6%</td>
</tr>
<tr>
<td>Year 7 – 187</td>
<td>27</td>
<td>553</td>
<td>89.0%</td>
</tr>
<tr>
<td>Year 8 – 187</td>
<td>43</td>
<td>717</td>
<td>91.1%</td>
</tr>
<tr>
<td>Year 9 – 187</td>
<td>31</td>
<td>625</td>
<td>89.2%</td>
</tr>
<tr>
<td>Year 10 – 178</td>
<td>30</td>
<td>645</td>
<td>87.9%</td>
</tr>
<tr>
<td>Year 11 – 178</td>
<td>23</td>
<td>892</td>
<td>78.2%</td>
</tr>
<tr>
<td>Year 12 – 173</td>
<td>21</td>
<td>808</td>
<td>77.7%</td>
</tr>
</tbody>
</table>

There was improvement in the attendance rates from 2012 to 2013 with 5 year levels in 2013 with most attendance close to or better than 90%. We have plans in place to continue assisting a higher attendance through 2014.

**Note of explanation:**

Year 11 attendance is particularly affected by accepting 2 students who had chronic absence issues related to difficult personal circumstances. We knew it would be a long term task and thankfully both students have ‘turned to corner with attitude and attendance’.

The data for Year 12 was significantly influenced by three students experiencing difficult but long term medical issues. It was wonderful that our staff support enabled the completion of studies for these students.

Non-attendance Management

We request parents to notify the College office either by phone 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 (2013)** for Years 3, 5 and 7 and 9
Government Advice - Privacy and interpretation of data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or ‘cohorts’ of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:
- careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field
- information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:
- maintain the privacy of individual student information
- minimise the likelihood of false assumptions and conclusions being inferred from the data.

We consider NAPLAN is one limited tool to measure performance in literacy and numeracy. In our opinion the results from the tests do not arrive in a timely way to inform delivery and make improvements. Further we have concerns that until 2015 (when the test is written based on curriculum that is national); Queensland students are expected to respond to some items that are not covered in our sequencing.

Our community has greater faith in considering other data gathered to measure progress in learning. Our written reports and parent-teacher opportunities are key tools. Our parents also trust their own judgements – they can see improvements (and areas of weakness) when they are actively involved in their child’s learning.

Our College has a lead role for 11 Colleges in the development of ways to benchmark students’ progress in Literacy and Numeracy using peer assessed processes. We utilise DRA (diagnostic reading assessments). We also test all students upon commencement using PAT testing and then re-test all students in October/November. We annually monitor this progress. This measure significantly informs effectiveness of learning and teaching and such data is available to parents and staff.

Benchmark Data for Year 2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2013)</td>
<td>366</td>
<td>419</td>
<td>90%</td>
</tr>
<tr>
<td>Year 5 (2013)</td>
<td>491</td>
<td>502</td>
<td>96%</td>
</tr>
<tr>
<td>Year 7 (2013)</td>
<td>518</td>
<td>541</td>
<td>92%</td>
</tr>
<tr>
<td>Year 9 (2013)</td>
<td>541</td>
<td>580</td>
<td>82%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2013)</td>
<td>366</td>
<td>416</td>
<td>97%</td>
</tr>
<tr>
<td>Year 5 (2013)</td>
<td>491</td>
<td>478</td>
<td>96%</td>
</tr>
<tr>
<td>Year 7 (2013)</td>
<td>512</td>
<td>517</td>
<td>92%</td>
</tr>
<tr>
<td>Year 9 (2013)</td>
<td>492</td>
<td>554</td>
<td>54%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Score (School)</th>
<th>Average Score (National)</th>
<th>% at or above National minimum standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3 (2013)</td>
<td>371</td>
<td>411</td>
<td>87%</td>
</tr>
</tbody>
</table>
We are encouraged by our improvements in the percentage of students reaching the minimum standards. As a College we do not shy away from accepting students with learning needs, and do not ask students to not sit the test, although this would produce better results. 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 continue to see a significant positive shift in regards to student numbers at or above National Minimum Standards and attribute this to our planned responses to see continued and greater improvements in Literacy and Numeracy. Results in Year 9 Writing are more indicative of student attitudes towards the writing task rather than ability level. This has been identified by the high percentage increases across all other assessed areas.

The heart of school improvement rests on improving daily teaching and learning practices. This includes developing a consistency of language and a consistency of practice across the College. In 2014 we have continued the ISQ funded role of Literacy Coach. Our Coach has been working with teachers and students to provide a strong understanding of what makes a good writer, and providing a solid foundation for our teaching practices. In 2014 we have introduced a Numeracy Coach who is helping develop consistency across the College. We have also continued our implementation of a Phonics program from Prep to Year 7. We believe further improvements will be seen as these practices continue to be implemented.

As we track the academic progress of our students both individually and as cohorts, we are pleased to see significant growth in students’ skills in Literacy and Numeracy over the last two years. We have seen this growth across all Domains and particularly with those students who have completed two NAPLAN testing periods at our College.

Students in our 2016 Cohort (current Year 10) have demonstrated substantial growth across most domains, including an impressive increase in Reading (30% above National Minimum Standard in 2011 increasing to 82% above the standard in 2013); Spelling (42% in 2011 increasing to 90% in 2013); Grammar and Punctuation (42% in 2011 increasing to 80% in 2013) and Numeracy (10% in 2011 increasing to 85.8% in 2013).

Students in our 2018 Cohort (Current Year 8) have shown significant growth across all domains including Reading (58.33% above National Minimum Standards in 2011 increasing to 92% above the standard in 2013); Writing (41.66% in 2011 increasing to 88% in 2013); and Numeracy (33.33% in 2011 increasing to 100% in 2013).
Students in our 2020 Cohort (Current Year 6) have shown substantial growth in Reading (27.77% above National Minimum Standards in 2011, increasing to 96% in 2013); Writing (44.44% in 2011 increasing to 96% in 2013); Spelling (50% in 2011 increasing to 96% in 2013); Grammar and Punctuation (33.33% in 2011, increasing to 100% in 2013) and Numeracy (44.44% in 2011 increasing to 96% in 2013).

Apparent retention rate:
The Year 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10, two years previously (this may be greater than 100%).

<table>
<thead>
<tr>
<th>Year 10 Base</th>
<th>Year 12</th>
<th>Retention rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>18</td>
<td>20</td>
</tr>
</tbody>
</table>

The 2013 graduating students were our second group to complete year 12. As is usually the case in a beginning school, numbers in the first three cohorts are usually small. The small number of students in Year 10 in 2010 meant limited subject offerings were possible through Year 11 & 12, and as a consequence four students chose to relocate to other schools.

Year 12 outcomes:

<table>
<thead>
<tr>
<th>Outcomes for our Year 12 cohort 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students awarded a Senior Education Profile</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Individual Achievement</td>
</tr>
<tr>
<td>Number of students who received an Overall Position (OP)</td>
</tr>
<tr>
<td>Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Education and Training (VET) qualifications</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD)</td>
</tr>
<tr>
<td>Percentage of Year 12 students who received an OP1-15 or an IBD</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer</td>
</tr>
</tbody>
</table>

While four students received an offer to further study, two chose to defer further study and participate in the workforce, the fifth chose to go direct to the workforce leaving a decision for further study to a later time. The time in the workforce for these young adults was considered valuable learning time, time to help them refine some career goals and time to earn income to help pay for further study. We prepare students for further study, but recognise that where and when this takes place, must be different to accommodate the needs of the individual and the sector of society to which they can best contribute. God needs people in the trades and professionals. One occupation is not more important than another.

As part of preparation for further study and work we have a structured focus on developing skills and attitudes that commences in Year 9, finishing in Year 12. Part of this development, involves students undertaking Structured Workplace Learning in Year 10 and also Year 11.

Year 12 Destinations (Next Steps)

Student destinations are established by keeping in contact with students and by students keeping in contact with staff. Our Careers Advisor follows up on any student we have not heard from.

<table>
<thead>
<tr>
<th>Number of Year 12 students in 2013 (a)</th>
<th>Number of responses received from students (b)</th>
<th>Percentage response rate (b/a x100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>20</td>
<td>20</td>
<td>100%</td>
</tr>
</tbody>
</table>
A summary of findings in relation to main destinations of our five (5) students follows.

<table>
<thead>
<tr>
<th>Initial Destinations of the 2013 graduating students</th>
<th>Number of Students in each category</th>
<th>Percentage in each category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studying at University (degree)</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Studying VET (Cert I-IV, apprenticeship, traineeship)</td>
<td>4</td>
<td>20%</td>
</tr>
<tr>
<td>Working full-time</td>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>Working part-time/casual</td>
<td>7</td>
<td>35%</td>
</tr>
<tr>
<td>Seeking work</td>
<td>2</td>
<td>10%</td>
</tr>
<tr>
<td>Not studying or in the labour force</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total Year 12 students</strong></td>
<td><strong>5</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

We eagerly look forward to the future contributions these students will make to our world.