



Bundaberg Christian College

Education with Wisdom

2011 Annual School Report



PRINCIPAL'S STATEMENT

This report relates to the 2011 calendar year and how Bundaberg Christian College performed in its academic endeavours, sporting and cultural activities, and other aspects of its operation including the social climate, staffing and the involvement of parents and the community.

I would like to encourage everyone to spread the good news about the College and to share their positive experiences with others. I trust that staff, students and parents are filled with a sense of pride at what we have achieved and are personally dedicated to building upon these successes into the future.

One of the defining features of our College is the positive attitude displayed by our students. This sets the tone for learning, teaching and social interactions that occur throughout the school day. I believe that this is a result of the partnerships that exist between our staff, students, their families and the wider community. Our achievements in 2011 are testament to these partnerships.

The Annual Report was produced in consultation with the College Board and College Executive.

Mr Mark Bensley
Principal
(Contact person for further information regarding this report)

This report meets the requirements of both the Queensland and Australian Governments National Education Agreement (E4) and the Schools Assistance Regulations 2009 (6.1).

School sector: Independent
School's address: 234 Ashfield Road Bundaberg Q 4670
Total enrolments: 673 students – 38 (Kindergarten) 302 (Primary) 333 (Secondary)
Year levels offered: K to Year 12
Co-educational or single sex: Co-educational
SES Index Rating: 89
Student Mobility: Minimal

SCHOOL PROFILE

Bundaberg Christian College commenced operations in 1996 with an enrolment of 50 students in response to a call from the Christian churches of Bundaberg to establish a school facility that would cater for the Christian families of Bundaberg and its surrounding Districts.

In the years since its establishment, the College has become a dynamic and productive day school built on strong academic and Biblical foundations, supported by an outstanding Pastoral Care program. The College holds a “Kingdom Perspective” embracing staff, students and their families on their discipleship journey and assisting them to live by Christian values. Our position as a Christ-centred, Bible-focused and God-dependent College community allows our students, staff and families to develop as leaders and to realise their ministry as a gift from God. BCC is a College that is ‘in’ mission and not just a College that ‘supports’ mission.

Approximately two-thirds of the families associated with the Bundaberg Christian College identify with local Christian Churches. The remaining third are sympathetic to the Christian ethos of the College.

In 2011, the College had a student population of 673–38 students in our Kindergarten program at the Early Learning Centre, 302 students in the Primary school and 333 in the Secondary school. Our population also included a growing number of Indigenous and International students.
(CRICOS Registration Number: 03242B)

The College uses the Queensland Study Authority Syllabus documents to develop distinctive Primary and Secondary Work Programs. Our Teaching staff are well qualified and experienced for the positions that they hold. Regular opportunities for professional development are provided and this learning is clearly demonstrated in the classroom. Staff are also involved in the many extra-curricular activities on offer, further enhancing and developing appropriate relationships with the students to facilitate their learning. Our support staff ably assists the Teachers in their classrooms.

Together with purpose built facilities and experienced staff, Bundaberg Christian College continues to offer a broad range of subjects that allows for OP, QCE and VET pathways that met the needs of our diverse student population and broad Socio-economic backgrounds (as reflected in our SES Index Rating).

DISTINCTIVE CURRICULUM OFFERINGS

In 2011, we offered the following programs and activities which we believe offered a distinctive flavour to the curriculum offerings for students:

- Agricultural programs including Hoof and Hook, Cattle Showing and Judging
- Thursday afternoon activities-developing personal and academic and sporting skills
- Music programs and camps
- VET and TAFE options
- Marine Studies
- Sports Programs including Swimming
- Year Level Curriculum camps and Excursions
- Curriculum Days – Colonial Day for Primary students
- Library/Reading Programs
- Work Experience for Year 10 students

EXTRA-CURRICULAR ACTIVITIES

In 2011, students participated in the following Extra-Curricular activities:

- Hoof & Hook Agricultural Program
- Green & Healthy Schools Competition – Eco Kids
- Chess and Photography Clubs
- Toastmasters Courses
- Interschool Sporting Competitions
- Scale Modellers Club
- Writer's Inc.
- Missions Trips

As well, the following cultural activities were offered to our students:

- Year 4 Strings Program
- Junior Concert Band
- Junior Strings Orchestra
- Senior Concert Band
- Senior Strings Orchestra
- Year 6 Band
- Stage Band
- Primary Choir – Junior and Senior
- Voiceworx (Senior Choir)
- Chamber Orchestra
- Various small ensembles

These activities allowed students to develop friendships across year levels and interact with staff not normally encountered through their academic programs. As well, students were able to represent the College through their involvement in these groups.

PASTORAL CARE AND THE SOCIAL CLIMATE OF BCC

A social climate has developed that ensures students feel safe and have opportunities to develop friendships, whilst engaging in cultural, service and sporting pursuits that support their academic progress.

Further to a review of the roles and responsibilities of the College Management Team, a decision was made to establish the positions of Dean of Students and Dean of Curriculum. The role of the Dean of Students is to facilitate a coordinated approach to pastoral care and student management across the Secondary School. In the Primary school, this role is fulfilled by the Deputy Head of Primary.

Other initiatives undertaken in Pastoral Care included:

- Increasing support provided by the College Chaplain and College Counsellor
- Increasing Teacher Aide support provided to students with Special Needs
- Training Staff and Student Contact Officers as identified in the Student Protection Policy
- Improving home/school communication about student behaviour and developing a consistent mode of recording student behavioural and anecdotal data
- Encouraging “buddy classes” across the College
- Developing a Peer-Mentoring program
- Mentoring College leaders.
- Implementing Prefect positions for nominated Year 12 students.

The Pastoral Care program supports student’s development of responsible behaviour and attitudes, equipping them to successfully engage in the educational opportunities offered to them.

In the Primary School, Classroom Teachers mentor personal values, leadership qualities and assertive behaviours that will help students in their daily life.

In the Secondary School, Form Teachers play a vital role. They know their students well, communicate with parents when required and take an active role in the behaviour management program (together with the respective Year Level Coordinators). Supported by a number of Personal Development programs, students are equipped with the necessary social and personal skills to thrive in a community environment.

These include:

- Year level Camps with targeted programs
- Travellers program
- Peer mentoring
- Year Level assemblies
- Chapel services
- Christian Living classes

PROACTIVE APPROACH TO BULLYING BEHAVIOUR

Whilst the College makes it clear that there is a zero tolerance to bullying behaviour, individual student issues are addressed in terms of the positive behaviours that are desired as a member of the College community. These are identified via the core College RISE (Respect, Integrity, Servanthood, Excellence) values, in which all students are engaged from Prep to Year 12. This process provided the students with complete authorship of the desired behavioural outcomes at the College. It enabled them to focus on the attributes of a shared and preferred positive behavioural environment. The process also served to highlight to students that it is the behaviour which is the focus, not the person.

The Primary School operated a Tally System. Staff and students have identified the core behaviours expected in and out of class. The Tally System has served to identify those behaviours that specific students have difficulty demonstrating. Staff, parents, the child and a variety of school-based support systems then work together to help the child reach their preferred behaviour based on the core College RISE values and explicit teaching activities.

Both the Primary and Secondary Student Support Teams met fortnightly to identify and discuss instances of behaviour which fall outside the College expectations. The team identified possible known causes for the behaviour through a wide range of sources and made recommendations as to what assistance could be provided to the student. This assistance has included expertise external to the College as well as from within. Any student who demonstrated bullying behaviour was immediately subject to appropriate consequences as set out in the College Behaviour Management flow charts, and supported by peer mentoring, Year Level Coordinators, the College Chaplain and the College Counsellor.

Secondary Students worked on a Demerit and Complement system to address behaviour issues.

Policies to address these issues have been developed. They meet all Legislative requirements and are regularly reviewed.

- *Student Protection Policy*
- *Anti- Bullying Policy*
- *Behaviour Management Policy*

PARENT INVOLVEMENT

Parents and Caregivers were actively encouraged to participate in the life of the College. An active Parents and Friends Association met monthly throughout the school year. All community members over the age of 18 are entitled to membership of this Association. Members were encouraged to take an active role in the Association through regular attendance at meetings, participating in Fundraising activities as well as assisting at other College functions.

The Association operated five official committees – Uniform, Sew What’s Crafty, Tuckshop, Music Supporters Group and Hoof and Hook Supporters Group. These committees each had a successful year.

As well as raising significant funds for the purchase of items for the College, the Association was also consulted and involved in the direction of the school through collaborative decision making processes. All members of the P & F were encouraged to input on important school issues through the relevant committee structure.

Initiatives conducted during 2011:

- A Parent Think Tank to provide an opportunity for P&F members to have input into our Parent Opinion Survey.
- The role & responsibilities of Primary Parent Convenor were strengthened.
- Parents continued their involvement in Fundraising activities and other Committees.

In 2011, the P&F Executive consisted of the following positions:

- President and Vice President
- Treasurer and Vice Treasurer
- Secretary and Vice Secretary
- Parent Convenor
- Uniform Convenor
- Tuckshop Convenor

As well as their involvement with the P&F Association, parents and caregivers were provided with opportunities to be involved in educational, sporting and cultural events held throughout the year.

The Early Learning Centre provided opportunities for parent involvement through their monthly Parent Group meetings.

Parents continued to support student learning as volunteers in a number of classrooms, the Library, Music, Camps and Excursions, Agricultural shows, Hoof and Hook and Sporting Activities.

OUR COMMUNITY AND THEIR SATISFACTION WITH BCC

Through regular communication with the College community, it has been determined that a quality education has been provided for students and the College has operated in a Christ-centred manner. Parents have voiced their satisfaction with our programs through our Parent Think Tank, regular Parent interviews and organised community events.

Enrolment interest continued to grow and in 2011 we were able to accommodate all inquiries for placement in our classes.

Regular meetings throughout the year provided a forum to gauge satisfaction with working conditions for staff. The Heads of Schools, as well as the Principal were available to staff to engage in personal discussions regarding these issues.

INCOME BY FUNDING SOURCE

This information can be found on the MySchool website – <http://www.myschool.edu.au>

USE OF COMPUTERS

BCC has over 350 student computers (including laptops) throughout the College. Students access these computers through an extensive communications network incorporating both wired and wireless technologies connecting all learning areas. Upgrades to wireless technology have provided staff and students with Internet access to any device in the College, both at home and at school, greatly improving teaching and learning opportunities.

The Network incorporates three dedicated computer laboratories, each with 30 computers, and two mini laboratories each with 14 computers. In addition, each P-7 classroom is equipped with four or more computers and an interactive whiteboard (IWB) and data projector. These facilities allow for both formal and informal teaching. Students from P-7 developed computer skills including; keyboarding, word processing, multi-media, spread sheeting, desktop publishing, animation, and Internet use. Within the Secondary school, GRIT (Graphics and Information Technology) was introduced to Year 8 students as a compulsory subject, while Information Technology (for Year 9 students) and ITS (Information Technology Systems) for Year 10 to 12 students continued throughout 2011.

The use of Technology is integral to the delivery of all curricula at BCC. Technology is used to create a dynamic learning environment to engage students and enhance their understanding. Staff also use the computer network to communicate both internally and externally, for lesson preparation and presentation and for reporting purposes.

REPORTING AND COMMUNICATION

A comprehensive College newsletter was compiled weekly throughout the year which is circulated to all school community members, business supporters, prospective students and other interested parties.

Regular items were submitted to the local newspaper to keep the College in the public eye.

Written Reports of student progress were provided to parents three times throughout 2011. This exceeded the current Government requirements. Opportunities for Parent/Teacher interviews followed the release of these reports.

The College promoted an open door policy where parents were encouraged to discuss their child's progress with the class teacher as the need arose. Staff were required to make contact with parents regarding any academic or pastoral care matters in a timely manner. As well, a policy was implemented whereby Teachers were required to notify parents when a student received a grade less than a 'C' on any piece of assessment or final grading in any subject. This process assisted in the strengthening of communication between home and the College. In addition to this, the Student Organiser was also used as a formal means for communication, as well as email and face-to-face contact.

Formal assemblies for the whole College were held once a term to which parents were invited. Primary and Secondary Assemblies were held on a weekly basis with their own programs for disseminating information, recognition and encouragement to all students.

PROGRESS TOWARD SET GOALS FOR 2011

During 2010 a Working Party developed the 2010-2012 Strategic Plan. The following were identified as focus areas:

- Service Delivery
- Business and Financial Management
- Technology Management
- Marketing
- Management and Culture

From these focus areas; the following strategic action areas were adopted, each with specific goals.

- Curriculum
- Pastoral Care
- Staffing
- Continuous Improvement
- Risk Management
- Finances and Policy
- Information Technology Systems
- Marketing
- Communication
- Culture and Community
- Governance

Throughout 2011, specific strategies were employed to achieve results in each of these areas.

Administrative and Governance arrangements, together with the Education Program, Student Welfare and School Improvement processes were continually renewed leading up to our Cyclical Accreditation Review in the latter part of the year.

The quality of the curriculum offered to our students during 2011 was also greatly enhanced by teacher expertise and the purchasing of appropriate resources. This enhancement was achieved across all subjects and year levels.

Pastoral care of our students continued to be reviewed with changes being made in Behaviour Management approaches used by all staff as a result of the work generated by two grants previously received from Independent Schools of Queensland (ISQ).

An improved marketing approach for the College was also implemented in 2011 in response to the identified areas of action in the Strategic Plan. The result of this initiative was the development of:

- An Internal complaints handling process (including policy procedure)
- An understanding amongst staff and parents that BCC is a Business
- A comprehensive Marketing Plan emphasising: Christian, Education, Quality and Affordability
- Strategies to target Christian families for future enrolments
- Marketing strategies to profile the College to Christian teachers
- Specific marketing strategies to reflect areas for planned growth (Kindy and Prep and Outside School Hours Care)
- Positive and quality communication about the College
- Staff and Student profiling- internally and externally
- The commencement of an Outside School Hours Care program for Primary students

In addition to the above, the following Marketing events occurred in 2011:

- Launching of the College Facebook Site
- Development of ELC and BCC Marketing Calendars
- Distribution of Postcard advertising (Letterbox Drops)
- Development of E Advertising
- Parents as Partners information sessions at local Churches
- Chocolate Extravaganza
- Open Night
- Grandparent's Day
- Prep Information Night
- Alumni Invites and Dinners
- Attendance at Agricultural Shows to generate interest in the new Bundaberg Christian Rural College
- Development of Real Estate welcome packs in the Bundaberg district
- Family Fun nights
- Pastoral Morning Teas
- Website Redesign
- Intranet Design

VALUE ADDED

Throughout 2011, BCC sought to improve current resources to add value to our students' learning and teaching environment. Our Building program has continued and provides students with quality classrooms and spaces for learning.

Our curriculum also underwent considerable renewal through professional development activities for staff in the areas of planning, documenting and assessing Student Learning. Technology resources were upgraded to reflect these curriculum changes.

The infusion of Biblical principles provided a rich foundation on which all curriculum offerings were based. This allowed us to meet the Educational Goals for Young Australians as outlined in the Melbourne Declaration 2008.

2011 again saw an increase in the number of student traineeships and students accessing the local TAFE College and other RTO's.

Additionally, staff strengthened links with the community, particularly with our local University – CQU. This provided training and PD for staff, whilst improving the opportunities that the College was able to offer to students through the SUN program, Agricultural and Science programs. As well, our close association with Christian Heritage University continued, supporting their Pre-Service Teachers in practical teaching environments and mentoring roles.

STAFFING

Staff Composition

The following positions were in place at Bundaberg Christian College in 2011:

Administration

Principal
Head of Secondary
Head of Primary
Dean of Curriculum
Dean of Students
Deputy Head of Primary
Bursar
Marketing Manager
Project Manager – Special Projects
and Accreditation

Teaching Staff

13 Primary Teachers
19 Secondary Teachers

Part-time Teaching staff

2 Primary
5 Secondary

Clerical/ Office Staff

Office Manager
Receptionist
Enrolments Officer
Administrative Trainee
Administrative Officer

Part – time Staff

Newsletter editor
Assistant to the Bursar
2 Administrative Assistants

L.O.T.E.

1 Part-time Japanese teacher

Library/ Resource Centre Staff

Librarian
2 part-time Library Aides

Support Staff

Chaplain
Counsellor
Learning Support Coordinator
Primary Learning Support Coordinator
4 Full time Teacher Aides
6 Part time Teacher Aides

Instrumental Music

5 part- time Teachers

Home Economics Technician
Science Laboratory Assistant

Outside School Hours Coordinator

Network/ IT Infrastructure

Network Administrator
IT Technician

Farm Staff

Farm Manager
2 Farm Assistants
Groundsman
Maintenance position

Early Learning Centre Staff

Director
Preschool Assistant
Kindergarten Educator
Afternoon Care Educator
Afternoon Care Assistant

QUALIFICATIONS OF TEACHING STAFF

All Teaching Staff have as a minimum qualification – Diploma or Bachelor of Teaching with other supporting qualifications for their specialist areas.

| Qualification | Percentage of classroom teachers and school leaders at the school who hold this qualification |
|------------------------|---|
| Doctorate | 1.92% |
| Masters | 11.53% |
| Bachelor Degree | 86.53% |
| Diploma/ Grad. Diploma | 44.23% |
| Certificate | 5.76% |

STAFF DEVELOPMENT

All members of staff have established strong support networks, internal and external to the College. Partnerships were further developed with our local University –CQU-in the areas of Science, Agriculture, Classroom Management and Pre-service Teacher training. In addition, we continued our close association with Christian Heritage University supporting their Pre-Service Teachers in mentoring roles and providing practical teaching opportunities.

Regular staff meetings facilitated the communication process. All staff members were encouraged to input on important school issues through the relevant committee structure-Curriculum, Resources and Workplace Health and Safety. Both staff and parents are represented on these committees.

The Curriculum Committee was especially active throughout 2011. Planning teams were established in the Primary school to ensure the continuity of content across year levels. The Secondary school also worked to develop their documentation of the learning programs delivered, assessment tasks and the moderation of marking across subject areas.

The newly appointed Dean of Curriculum has facilitated the positive progress of the scope and sequence of the Curriculum committee which has representation across all faculties of the College. To assist Primary staff with these initiatives, a Primary Curriculum Coordinator (0.2 FTE) was appointed in 2011 which resulted in consistency in curriculum development and implementation across the Primary school, as well as serving to improve the communication of learning and assessment expectations provided by Teachers to students.

Both Primary and Secondary staff were involved in the following programs and committees throughout the year:

- New QSA Syllabus Projects
- Australian Curriculum development including the writing of Curriculum Units of work and Task Sheets for 2012. This work was generously supported by the College Board.
- Catering for the student with Special Needs
- Curriculum Committee
- Library Advisory Committee
- Music Support Group
- Uniform Committee
- Hoof & Hook Parent Committee
- Primary and Secondary Student Support Teams
- Childwise – Classroom Management
- Science – Scientists in Schools program

PROFESSIONAL DEVELOPMENT

All members of the Teaching Staff participated in Professional Development and Learning throughout 2011. The total of funds expended was \$ 60,250.00.

The average expenditure on Professional Development per teacher was \$627.60

The major initiatives were “Engaging with the Australian Curriculum, Literacy and Classroom Management”.

Teacher participation in PD

| <i>Description of PD activity</i> | <i>Number of teachers participating in activity</i> |
|--|---|
| Creating the Thinking Classroom | 41 |
| Australian Curriculum Planning and Implementation | 34 |
| Australian Curriculum – Getting Engaged | 34 |
| Australian Curriculum – On the Road Again | 40 |
| Australian Curriculum – The Journey Continues | 39 |
| Let’s unpack English | 36 |
| Where to Next – Australian Curriculum | 38 |
| Scaffolding Literacy – External | 2 |
| Scaffolding Literacy – Internal | 16 |
| From Year Level Plans to Unit Plans – Australian Curriculum | 41 |
| Senior First Aid | 13 |
| CPR | 17 |
| Middle Leaders | 5 |
| Introduction to Leadership | 1 |
| Media Experience | 2 |
| Chemistry Assessment | 1 |
| Early Years / Kindergarten | 2 |
| Certificate IV Career Development | 1 |
| Music for Prep | 1 |
| Home Economics | 1 |
| Total number of teachers participating in at least one activity in the program year | 52 |

STAFF ATTENDANCE

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 |
|-----------------|-----------------------|---------------------------|-------------------------------|
| 96 | 187 | 489 | 97.28 % |

TEACHING STAFF RETAINED FROM 2010

| Number of permanent (incl. Part time) teaching staff at end of program year | Number of these staff retained in the following year | % retention rate |
|---|--|------------------|
| 51 | 49 | 96.08% |

KEY STUDENT OUTCOMES

1. Student Attendance

The average student attendance rate was 91.42% with a total of 10, 8565 absence days across the entire school year.

The following table shows the average attendance by year level:

| <i>Year levels</i> | <i>Average attendance rate for each year level as a percentage in 2011</i> |
|--------------------|--|
| Prep | 98.76% |
| Year One | 90.73% |
| Year Two | 93.56% |
| Year Three | 91.54% |
| Year Four | 95.58% |
| Year Five | 88.62% |
| Year Six | 93.60% |
| Year Seven | 93.36% |
| Year Eight | 94.27% |
| Year Nine | 92.35% |
| Year Ten | 85.94% |
| Year Eleven | 88.61% |
| Year Twelve | 76.70% |

Bundaberg Christian College manages the non-attendance of students in the following ways:

- A digital roll is marked each morning in Primary and each lesson in Secondary.
- Parents are required to notify the College prior to the start of classes if their child is away for any reason.
- Non-attendance without reason is followed up by the Student Services staff.
- A letter is forwarded to parents/caregivers requesting an explanation for non-attendance without due reason or evidence provided (e.g. doctor's certificate).
- Attendance is recorded on the Student's Reports at the end of Term One, Semester One and Semester Two.
- The Head of Primary/Secondary will request an interview with the parent/caregivers and the student where non attendance affects educational outcomes or social participation at school for that student.
- In severe cases of non-attendance, Police are notified and assistance is sought to remedy the situation.

2. NAPLAN Results – Years 3, 5, 7 and 9

The National Testing Program held in May in 2011 was similar to that held in 2010 and has allowed comparisons to be made that reflect the performance of our students.

BENCHMARK DATA

| READING | | | |
|----------------|------------------------|--------------------------|-----------------------------------|
| Year | Average Score (School) | Average Score (National) | % above National minimum standard |
| Year 3 | 385 | 416 | 88.5 |
| Year 5 | 475 | 488 | 89.4 |
| Year 7 | 533 | 540 | 98.1 |
| Year 9 | 576 | 579 | 93.9 |

| WRITING | | | |
|----------------|------------------------|--------------------------|-----------------------------------|
| Year | Average Score (School) | Average Score (National) | % above National minimum standard |
| Year 3 | 365 | 416 | 92.6 |
| Year 5 | 456 | 583 | 96.6 |
| Year 7 | 538 | 529 | 96.1 |
| Year 9 | 558 | 566 | 82.3 |

| SPELLING | | | |
|-----------------|------------------------|--------------------------|-----------------------------------|
| Year | Average Score (School) | Average Score (National) | % above National minimum standard |
| Year 3 | 378 | 406 | 92.3 |
| Year 5 | 474 | 484 | 100.0 |
| Year 7 | 531 | 538 | 94.1 |
| Year 9 | 573 | 581 | 94.0 |

| GRAMMAR AND PUNCTUATION | | | |
|--------------------------------|------------------------|--------------------------|-----------------------------------|
| Year | Average Score (School) | Average Score (National) | % above National minimum standard |
| Year 3 | 386 | 421 | 86.6 |
| Year 5 | 464 | 499 | 89.6 |
| Year 7 | 528 | 532 | 98.0 |
| Year 9 | 565 | 572 | 92.8 |

| NUMERACY | | | |
|-----------------|------------------------|--------------------------|-----------------------------------|
| Year | Average Score (School) | Average Score (National) | % above National minimum standard |
| Year 3 | 372 | 398 | 96.2 |
| Year 5 | 476 | 488 | 93.1 |
| Year 7 | 539 | 545 | 98.0 |
| Year 9 | 582 | 583 | 98.7 |

Further information can be obtained from the My School website at <http://www.myschool.edu.au>

3. Retention Rates

| | Year 10 Base | Year 12 | Retention rate % |
|--------------------|--------------|---------|------------------|
| Number of Students | 66 | 37 | 56.1% |

4. Senior Secondary Outcomes – Year 12 cohort

| <i>Outcomes for our Year 12 cohort 2011</i> | |
|--|------|
| Number of students awarded a Senior Statement only | 4 |
| Number of students awarded a Senior Education Profile | 37 |
| Number of students awarded a Queensland Certificate of Individual Achievement | 0 |
| Number of students who received an Overall Position (OP) | 25 |
| Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT) | 2 |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications | 16 |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12 | 29 |
| Number of students awarded an International Baccalaureate Diploma (IBD) | 0 |
| Percentage of Year 12 students who received an OP1-15 or an IBD | 70% |
| 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 | 84% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer | 100% |

5. Post School Destinations

Year 12 Cohort Destination Results

Next Steps Survey Results –

These results come from a survey “commissioned by the Queensland Government’s Department of Education, Training and the Arts (DETA) as part of the School’s Reporting Initiative and support the State Government’s Education and Training Reforms for the Future (ETRF), which aims to have every young person earning or learning. The survey targeted all students who completed Year 12 and gained a Senior Certificate or Certificate of Post- Compulsory School Education (CPCSE) in 2009, whether they attended a Government, Catholic or Independent school or a TAFE secondary college. (Queensland Government – Department of Education, Training and the Arts – Next Step 2009)

NEXT STEP 2012 STUDENT DESTINATIONS Bundaberg Christian College



Introduction

This report is based on the findings of the Queensland Government *Next Step* survey, which targeted all students who completed Year 12 and gained a Senior Statement in 2011, whether they attended a government, Catholic or independent school, or a TAFE secondary college. The Office of the Government Statistician conducted the survey between April and May 2012, approximately six months after the young people left school. Responses were collected via computer-assisted telephone interviewing and an online survey.

The state-wide and regional reports of the *Next Step* survey can be located at the *Next Step* website at www.education.qld.gov.au/nextstep

Response rate for Bundaberg Christian College

Table 1 below reports the response rate for Bundaberg Christian College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers attending Bundaberg Christian College in 2011.

It has not been possible to ascertain how representative these responses are of all students at this school.

Table 1 Survey response rate

| Number of respondents | Number of students who completed Year 12 | Response rate (%) |
|-----------------------|--|-------------------|
| 35 | 37 | 94.6 |

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Respondents who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the state-wide report at www.education.qld.gov.au/nextstep

Summary of findings

In 2012, 80.0 per cent of young people who completed Year 12 at Bundaberg Christian College in 2011 continued in some recognised form of education and training in the year after they left school.

The most common study destination was university (34.3 per cent). The combined VET study destinations accounted for 45.7 per cent of respondents, including 14.3 per cent in campus-based VET programs, with 8.6 per cent of Year 12 completers entering programs at Certificate IV level or higher.

31.4 per cent commenced employment-based training, either as an apprentice (17.1 per cent) or trainee (14.3 per cent).

There were no respondents from this school who deferred a tertiary offer in 2012.

20.0 per cent did not enter post-school education or training, and were either employed (14.3 per cent) or seeking work (5.7 per cent).

Figure 1 Main destinations of Year 12 completers

