

School Annual Report 2016

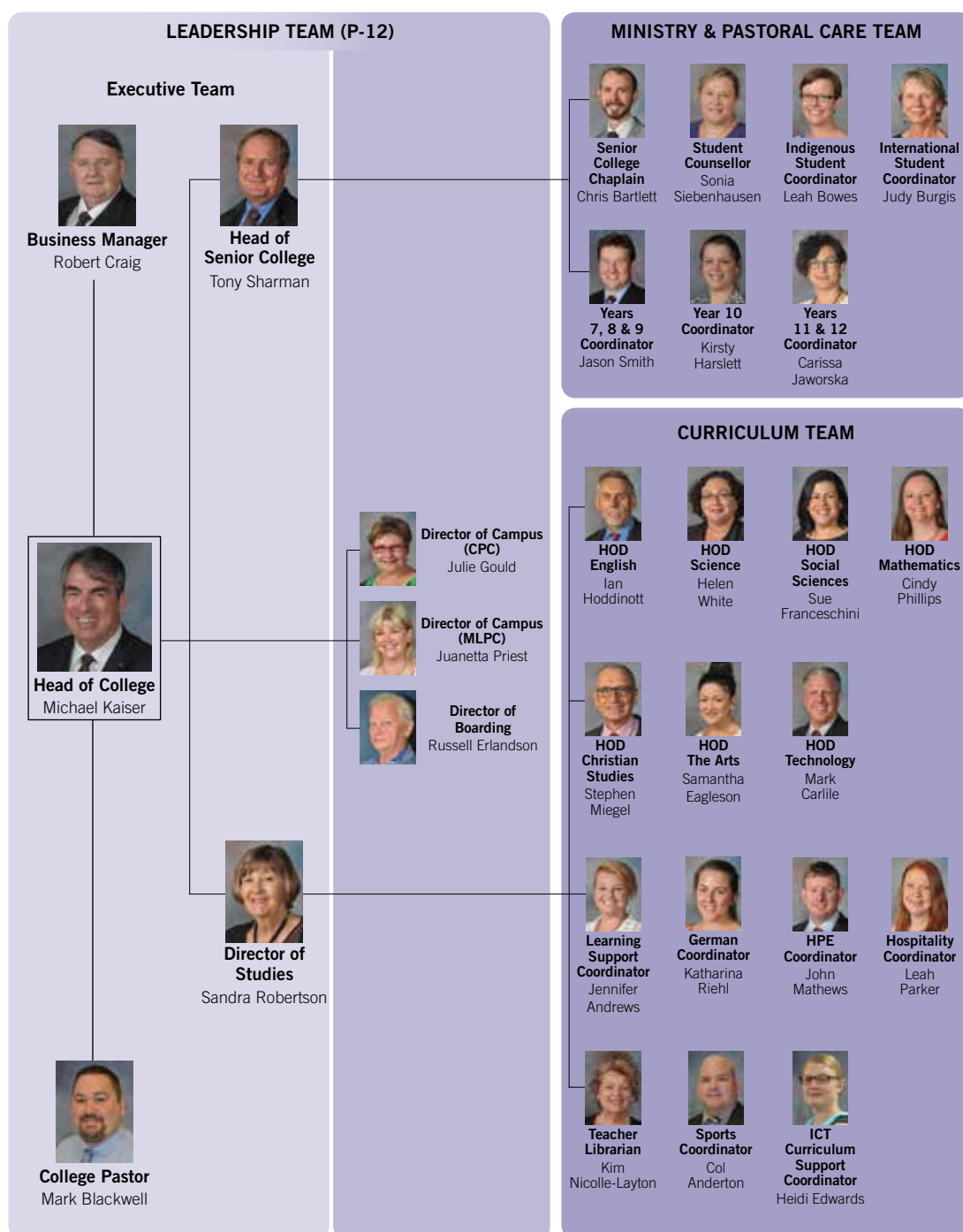


CONCORDIA
LUTHERAN COLLEGE

Concordia Lutheran College is an outstanding school. Our commitment to nurture young people as they develop their God-given talents, challenges us to provide both quality and diversity in our programs.

Since its foundation in 1946, Concordia has grown to become one of the most respected and influential coeducational day and boarding schools of the Darling Downs. With three campuses, a Kindergarten, Outside School Hours Care (OSHC), as well as a boarding community of 79 students, the challenge of managing such a large organisation requires a well-defined management structure.

A P-12 Management Structure provides the framework for the administration and management of all operational teams across the three campuses of our College.





School sector

Independent

Campus addresses

Concordia Lutheran College has four campuses:

- Redlands Campus (Years 7-12)
154 Stephen Street, Toowoomba QLD 4350
- Martin Luther Primary Campus (P-6)
402 Hume Street, Toowoomba QLD 4350
- Concordia Primary Campus (P-6)
67 Warwick Street, Toowoomba QLD 4350

Total enrolments

Redlands Campus (RC)	383 students
Martin Luther Primary Campus (MLPC)	148 students
Concordia Primary Campus (CPC)	207 students

Year levels offered

Redlands Campus	Years 7-12
Martin Luther Primary Campus	Years P-6. A Kindergarten is co-located on this campus and is operated by Queensland Lutheran Early Childhood Services (QLECS)
Concordia Primary Campus	Years P-6. A Kindergarten is co-located on this campus and is operated by Queensland Lutheran Early Childhood Services (QLECS)

Coeducational or single sex

Coeducational day and boarding school



Distinctive curriculum offerings

Year 9 Outdoor Education Program

Outdoor education forms an integral part of Concordia Lutheran College's purposeful efforts to provide an environment where students can transition well through the formative adolescent years. This year, the Concordia students attended the Ironbark Campus of St Peters Lutheran College for their outdoor education experience. Life skills acquired from these experiences cannot be duplicated in a traditional classroom setting.

Outdoor education provides the environment where young people are encouraged to become self-directed and insightful, discerning and resourceful, adept and creative, open and responsive, principled and resilient, confident and caring.

Students are given the opportunity to learn about self, others, nature and God in a natural environment. This is a chance to be removed from the distractions of modern life and to live the simple life. This experience continues to be one from which growth and change occurs in students and a defining passage in their lives.

Boarding

Concordia Lutheran College's decline in boarding numbers plateaued in 2016 and even showed a small increase. The diversity of the boarding community students was maintained with the cohort drawn from Queensland, New South Wales, Hong Kong, China, Taiwan and PNG as follows:

	BOYS	GIRLS
Indigenous	3	13
International	15	6
Non-Indigenous	21	15
Total	39	34
Grand total	73	

The weekly activities programs ensured that the boarders, particularly those who have only limited opportunities to exit the boarding houses on leave at the weekend, have been kept busy and entertained. Once again, the boarders preferred entertainment was the primary consideration and every attempt was made to include these, budgetary limitations notwithstanding.

An efficiently operated boarding house with consistent, logical boundaries which provide its residents with certainty ensures an harmonious environment. Well trained, experienced staff with the welfare of the boarders as their principal concern are integral to creating such an environment. It is critical that parents are confident that they are leaving their children in safe hands.



Senior and Middle College

Senior College Curriculum

Our Senior College commences with Year 10 students. Students study core subjects: English, Mathematics, Science, Christian Studies, Social Science (History/Geography) and Physical Education. Elective subjects are offered to students to complete their timetable. These electives include: Business Communication Technology, German, Food Technology, Certificate in Hospitality, Drama, Sport Science, Accounting, Art, Graphics and Music.

These electives enable students to experience subjects that are studied in Years 11 and 12.

In Years 11 and 12 the College offers a wide range of Senior Authority Subjects and Subject Area Syllabus Subjects. Senior Authority Subjects include: English, German, Ancient and Modern History, Geography, Legal Studies, Mathematics A, B and C, Chemistry, Physics, Biology, Accounting, Business Communication and Technologies, Physical Education, Visual Art, Drama, Music and Music Extension.

Subject Area Syllabuses subjects offered to students include: English Communication, Pre-Vocational Mathematics, Religion & Ethics, Industrial Technology Studies, Recreation and Fashion. A Subject Area Syllabus is designed to cater for student learning other than that provided by Authority Subjects. These subjects contribute four credits towards the Queensland Certificate of Education (QCE).

Students are also able to undertake School-based Traineeships and Apprenticeships during Years 11 and 12. For these options, the student is required to attend training during school time. Applications for these courses are made through the Head of Senior College.

Hospitality Practices for Years 11 and 12 is also an option for students. This course provides students with a variety of thinking, operational and workplace skills, interpersonal skills as well as specific knowledge and skills related to employment within the industry. Successful completion of this subject can result in a SIT20316 Certificate II in Hospitality.

The University of Southern Queensland also offers *Head Start*. To enter this program, candidates need to be a high-achieving Year 10, 11 or 12 student with a B average or higher. Students are guaranteed entry into a related USQ degree on completion of their unit of study. Two points of credit are earned towards the QCE for each USQ subject completed.

Students can also study subjects not offered at the College through the Brisbane School of Distance Education.

Year 12 students are involved in preparation sessions for the Queensland Core Skills Test. These lessons are offered to all students initially and students sit one complete practice test that adheres to the strict requirements of the actual test. Specialised tutoring is offered to students based on these test results.

Middle College Curriculum

Students enter our Middle College in Year 7. Our Year 7 students have learning blocks which enable teachers to optimise instruction and differentiate learning. Students have uninterrupted blocks of time to explore a topic and develop a sense of independent self-direction. Students in Year 7 have dedicated classrooms and key teachers for Maths, Science, English, Christian Studies and Social Sciences (History and Geography)



Our Year 7 students also participate in classes with specialist teachers: Physical Education, German, The Arts (Music, Art, Drama, Dance), Technology and Food Studies.

Our Years 8 and 9 students study the same eight Key Learning Areas. However, an elective program in these years allows students to have a greater choice and variety in subject selection, which enables students to negotiate their curriculum choices and develop skills across key learning areas. Students are offered a wide variety of choices: Business, Digital Design, Graphics, Technology Studies, Food Technology, Research and Learning and Sports Science.

The main purpose of our Middle College is to:

- promote young adolescents' intellectual development
- enable every student to think creatively
- identify and solve meaningful problems
- Communicate and work well with others
- develop the base of factual knowledge and skills that is the essential foundation for 'higher order' capacities
- Motivate students and promote resilience
- encourage a progressive development of skills across key learning areas

Our new Middle College learning spaces are designed to facilitate these objectives with open teaching areas, mobile furniture, pods of laptops, iPads and interactive whiteboards.

Junior College

Concordia Lutheran College implements the Australian National Curriculum which focuses on the foundational core learning which set children up for future success. Located on two campuses, Concordia's Junior College delivers flexible learning programs within a small school environment.

Academic Rigour

Our educational program has a sound academic focus, founded on the development of strong Numeracy/Literacy skills, integrated into an inquiry approach to learning which scaffolds student information processing, problem solving and higher order thinking skills. These areas are vital to the development of learning in all other areas.

Our programs are developed from our Concordia Lutheran College Teaching and Learning Framework. Our Framework informs all planning, assessment and evaluation of our programs, ensuring a high level of student engagement and intellectual rigour. Our Academic curriculum is carefully aligned with the Australian Curriculum in the core learning areas of Mathematics, English, Science, History and Geography. Other areas including Christian Studies, The Arts, German, Health and Physical Education continue to be aligned with the QCAA and Lutheran Education Queensland requirements. Teaching staff are supported with authentic professional learning opportunities to ensure quality teaching, learning and assessment practices are effective.

One Junior College – Two Campuses

Being located on two campuses allows flexibility and diversity in program delivery, according to the unique skills and interests of staff and students at each Campus.

Concordia Primary Campus

Located in Warwick Street, Concordia Primary Campus overlooks the grounds of Redlands Campus. Surrounded by beautifully kept gardens, this community values the preservation of local and natural flora and fauna. Classrooms are located on two levels and are well-resourced for a 21st century learning environment.



Martin Luther Primary Campus

Located in the suburb of Middle Ridge, Martin Luther Primary Campus is set in spacious park-like grounds, with several ovals and natural, environmentally sensitive gardens and playing areas. Classrooms are organised along a central, covered walkway, providing a sense of connection for all parts of the Campus community. The Campus is well placed to provide a secure, specialised, safe learning space for our students.

Learning Support

Student needs for academic, social and emotional support are identified and supported through differentiated learning programs and specialised support.

Living in Community

Our values-based educational framework ensures students learn to be community contributors, learning to action their learning in real-life practical ways that make a difference in our world.

- Christian Studies
- Service Learning
- Leadership Development
- Camping and Outdoor Education
- Environmental Clubs
- Buddies

Health and Wellbeing

We recognise the importance of students' physical, emotional and social health and the impact this has on their wellbeing as well as academic achievement.

Programs which promote social and emotional wellbeing:

- Restorative Practices and Circle Time
- Kids Matter
- You Can Do It

Programs which promote physical wellbeing:

- Health and Physical Education
- Sport
- Safe Cycling
- Swimming
- Sporting Schools
- Programs such as Auskick, Hot Shots Tennis



Facilities - Martin Luther Primary Campus (MLPC) and Concordia Primary Campus (CPC)

Junior College Campuses provide excellent indoor and outdoor facilities, offering our students stimulating opportunities in a positive, yet disciplined learning environment.

Spacious air conditioned classrooms are well furnished and equipped with the most up to date Mathematics and reading resources, wireless computer access, laptops, iPads, interactive whiteboards.

Students of all age groups are able to play a wide variety of sports and outdoor games on the oval, tennis court, multi-purpose games area and playground equipment.

A large multi-purpose hall is positioned on each Campus and is used for worship, assembly, perceptual motor programs, indoor activities, dance, music, speech and drama.

Each campus has a Resource Centre, modern architecturally-designed buildings which utilise the latest technologies including Interactive Whiteboards. Students on both campuses have access to specialised Arts facilities including a dedicated Discovery Learning Centre at Martin Luther Primary Campus.

The College recognises the importance of a media-rich learning environment where the use of computer technology is part of the students' everyday learning experiences. In this context, the use of computers is seen as a valuable means to achieve, extend and enhance curriculum goals.



Cocurricular activities

Senior and Middle College

Concordia Lutheran College Curriculum has been developed to enable each student to not only reach their potential, but also to become lifelong learners and proactive citizens of the global community, utilising their God-given gifts and talents for the benefit of others. Subsequently, many complementary opportunities are offered to students:

Students can:

- Join choirs or become a member of one of many bands, participate in musical and chapel presentations, compete in eisteddfods and perform in special College presentations
- Develop singing and musical talents with professional tutors and teachers
- Participate in College musicals on stage, backstage or as a member of the orchestra
- Become a member of our junior or senior debating teams
- Build a cart and support a team in the Pedal Prix Challenge
- Design, make and race a vehicle in our F1 in Schools Challenge
- Become a member of the Duke of Edinburgh Award and complete Bronze, Silver or Gold medal requirements
- Represent the College in a wide variety of sporting activities
- Support the College community through Service Learning activities including the Interact Club.

Junior College

Each unique learner is provided with opportunities to explore and develop their personal gifts and talents.

- Choir, Instrumental and Band
- Musicals
- Drama
- Eisteddfod
- Incursion performances
- Art and Craft programs
- Chess
- Leadership programs
- Primary School Representative Sport
- Tennis coaching
- Swimming Club
- Sporting Schools
- Auskick/Rugby Union
- Athletics
- Environment Club and National Tree Planting Day





Social climate

At Concordia Lutheran College we are committed to the care and wellbeing of our students and promoting their feeling of security and comfort in a learning environment with high expectations of both students and staff. From the very beginning of their experience, students are educated in anti-bullying strategies for the rare occasion they may have to deal with any sort of bullying and this includes cyberbullying. They are encouraged to support each other and to give feedback to their Year Level Coordinators.

Our comprehensive pastoral care program (see below) supports students' personal growth as well as establishing an environment of love and mutual care where anti-social behaviour and harassment are clearly unacceptable. The behaviour management framework is both relational and restorative. This strengthens community.

As a Christian School, caring for our students is ever in the thoughts of staff, some of whom volunteer for pastoral care roles in support of those whose time is specifically dedicated to pastoral care. The system extends throughout the College through the support of home class teachers, peer support leader and mentors.

Ministry

Ministry at Concordia Lutheran College is led by Rev Mark Blackwell (College Pastor). He is supported in the spiritual care of the College community by lay chaplain Chris Bartlett. As a Lutheran College, the ethos of Concordia is informed by beliefs about the triune God, the nature of people and the relationship God seeks with each individual through Jesus Christ. Worship and devotions are a regular part of the school day and the gospel of Jesus Christ shapes and informs all that is done and said at the College.

Service learning is encouraged as students are nurtured to see how they can use their heads, hearts and hands to serve those around them and to contribute and respond to needs on a local, national and global level as they advocate and be a voice for others.

Pastoral care

Pastoral care is at the heart and centre of Concordia Lutheran College. In addition to the College Pastor and Chaplains, all teachers work within a pastoral care framework that is continually reviewed and updated to meet current needs. Teachers are ably assisted by Student Counsellors, Sonia Siebenhausen and Jemma Bartlett. This, combined with strong staff-student relationships, our qualified counsellors, College Pastor and Chaplains, ensures there is always someone to talk to. Concordia strives to care for and support the whole student and provides qualified staff to make certain this can be suitably achieved.

All students in P-6 are divided into Pastoral Care Groups of approximately 12 students and meet weekly with staff members, including teachers and teacher assistants. One of the Pastoral Care Groups is made up of Student Council representatives, elected from students in Year 4 to Year 6. They discuss specific College issues and make recommendations for the rest of the Campus.



Parental involvement

Parents are celebrated and valued members of Concordia Lutheran College. The College has an active P&F Management Committee which meets once each term. Each of the three sub-committees, representing the three Toowoomba campuses, meet monthly and the Boarder Parent Support Group meets once each term. Parents and care givers are considered to be the most important people in the lives of our students and as such we value their assistance in so many ways. As a community, we value the support, encouragement and contribution of all parents through our P&F Association.

Senior and Middle College

Parents of students at Redlands Campus have many avenues for input and support. Several events are held each year specifically targeted to parents who want to speak face-to-face with teachers. As well as these occasions, there are sporting, dinner, cultural and religious celebrations where parents can mix with other members of the College community.

Parents are celebrated and valued members of Concordia Lutheran College. Their feedback is sought, listened to and acted on wherever possible.

Parents are always active participants in activities ranging from sporting events, assisting with catering at these events, volunteering with learning assistance, even allowing students to use their properties as a base for camping.

The boarding community at the Redlands Campus promotes strong friendships, not just among students, but families too. An active Boarder Parent Support Group exists to assist parents in this regard. The boarders are encouraged to participate in a Service Learning Program, supported in internal and external cocurricular activities and provided with supervised study programs. A comprehensive weekend activities program is organised for each term.

Junior College

Parents are considered to be the most important people in the lives of our students. As a school we aim to assist parents in achieving the best possible outcome in providing a foundation for life for their children. Parents are encouraged to participate actively in their child's education by:

- Visiting the classroom and examining their child's work at pre-arranged times
- Becoming involved in the Parents and Friends' Association (P&F)
- Assisting with sporting carnivals and/or Friday afternoon and after school sport
- Assisting in the classroom, for example, with reading groups
- Organising and attending the 'Welcome Afternoon' and other social functions
- Attending excursions and camps

Parents are continually invited to provide feedback to the Director of Campus and teachers with regard to the College and its programs. If issues are raised they are addressed and acted upon immediately.

Our College also participates in the Lutheran Education Queensland School benchmarking program which involves official questionnaires of parents, students and staff on a three year rotational basis.





Parent, teacher and student satisfaction

Annually, staff, parents and students are invited to engage with a number of concurrently operating review committees across the campuses of the College. Members of our community are also randomly and regularly selected to complete a variety of surveys including the following:

- **Better Schools Project** – This survey is an important initiative authorised by Lutheran Education Australia (LEA) to support all Lutheran schools to become better schools, reflecting excellence in all aspects of the provision of student education. In 2016, all Lutheran school communities across Australia will be engaging with the 'Quality Schools' survey and program.
- **School Improvement Committee (CLC)**

Our College's data and accompanying reports are received and tabled for the information of College Council and staff. At all times, the focus is on a collaborative school community taking individual and group responsibility for continuous improvement through education, marketing and the implementation of strategies to enhance practice and behaviour reflecting the College mission and values.

In 2016, our *School Improvement Committee* determined the following areas of focus:

1. Formal and informal **professional dialogue** opportunities to discuss current teaching practice and consider the widest range of strategies, tools and techniques to enhance student learning.

The expectation is that such conversations/discussions take place in all professional learning communities, specifically:

- Full Campus meetings;
- Faculty and College sectional meetings;
- Mentoring program meetings

The discussions are to focus on the current model and the teaching charter, aiming to add, delete, modify, adapt or change information, so that by the end of Term 2, a CLC model will be available for trial across all Campuses in Terms 3 and 4.

2. Regular provision of **professional readings** for all staff with the explicit goal to build on current knowledge of effective teaching for learning. Examples of successful development and implementation of a school-wide pedagogical framework will be explored, analysed and used to influence thinking and practice at CLC.
3. A review of the trial and documentation of the desired changes and modifications so that a P-12 Pedagogical Framework document is ready for implementation in 2016.

This will demonstrate that the 2015 goal has been achieved.

Contact persons for further information

College Pastor	Rev Mark Blackwell	Mark.Blackwell@concordia.qld.edu.au
Head of College	Mr Michael Kaiser	Michael.Kaiser@concordia.qld.edu.au
Head of Senior College	Mr Tony Sharman	Tony.Sharman@concordia.qld.edu.au
Director of Campus - MLPC	Mrs Juanetta Priest	Juanetta.Priest@concordia.qld.edu.au
Director of Campus - CPC	Mrs Julie Gould	Julie.Gould@concordia.qld.edu.au

Staffing Information

Staff composition

Academic	67
Administration Staff	22
Boarding and Catering	15
Grounds, Works and Cleaning	14
Teacher Aides and Shop Staff	22
TOTAL positions	140

In addition, casual and contracted staff include: boarding assistant residents, academic tutors, music tutors and laundry persons.

Qualifications of all teachers

Qualification	Percentage of classroom teachers and school leaders at the College		
	Redlands Campus	Martin Luther Primary Campus	Concordia Primary Campus
Doctorate	3%	0%	6%
Masters	13%	0%	6%
Graduate Certificate or Diploma	26%	13%	18%
Bachelor Degree	55%	75%	59%
Diploma	3%	13%	12%
Certificate	0%	0%	0%





Expenditure on and teacher participation in professional development

Concordia Lutheran College staff are encouraged to participate in a broad range of Professional Development activities. Some of this is carried out in-house with visiting experts driving the sessions. At other times, staff may report back on valuable information they have learned when they attended courses.

Description of PD Activity	Number of teachers participating
Apply First Aid	10
Administer CPR	18
QCAA: Naplan	2
IPSHA Workshop	2
Support for Teachers of Technologies	1
Supporting students with learning needs	15
Soundwaves Moderation	5
Supporting Education and Empowering Staff	8
Valuing Safe Communities	15
Teacher Share: NAPLAN Skills of Writing	8
LEQ: Equip Modules – various	11
ISQ: STEM/Digital Technologies	2
HPE Curriculum Mapping	8
Assessment and Recording	10
LEA: Growing Deep	30
Educational Technology	2
Technology in the Classrooms	22
Cross-Cultural Indigenous Education Workshop	67
Christian Studies Workshop	22
Service Learning	87
Thinkers Keys	8
Hard Conversations	3
Study Tour	3
Complex Issue Resolution	2
Digital Technologies Australian Curriculum in P-10	7
Clickview	2
Forest Learning Workshop	2
Creating Future Libraries Conference	1
Level 1 Volleyball Coaching Course	1
Zones of Regulation	22
Assessment and Moderation	22
Understanding Autism	2
Math n Movement Workshop	1
Legalwise Regional School Conference	2
ISQ: Leading Professional Learning	1
Professional ICT Development Workshop	4
QTAC Update	1



Description of PD Activity	Number of teachers participating
Supporting Development of Emotional Literacy in Children	1
QCAA Endorsement Trial	2
ISQ: Educational Adjustment Program	2
ISQ: Support for Teachers of Technologies	1
Mountain Bike Skills Coach Course	1
ISQ: Curriculum Innovation Project Workshop	4
QCAA: Core Australian Curriculum Consultation Forum	1
Amaroo Environmental Education Centre Field Excursion	1
Woodcock Johnson III Psychological Assessment	2
Transforming Service Conference	1
QCAA: EA Trail Graphics Workshop	1
BEAQ Conference	1
Leading a Digital School	1
Education and Theology in Dialogue	1
Casio ED: Mathematics Conference	2
Business Planning Workshop	1
Qld School Archivists' Special Interest Conference	1
USQ Functional Foods	3
LEQ: Restorative Practices	1
LEA Service Learning Taskforce	1
ETAQ State Conference	2
LEQ: Contact Officer Training	1
School Libraries for Future Learners	1
ISQ: Online Safety Learning Workshop	2
Digital Technologies Workshop	1
QCAA: HPE Senior Assessment	2
QCAA: Arts Syllabus Implementation	4
Bronze Medallion	2
STAQ Technology Day	1
Chemical Safety	4
DRA Safety: First Response Fire Training	87
Asthma Training	36
LEA: Valuing Safe Communities Training	12
LEA Teacher Accreditation: Pathways Theological	3

Expenditure on PD

Total number of Teachers	Total expenditure on teacher PD	Average expenditure on PD per teacher
67	\$41,160.26	\$614.33



Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to five days

Campus	Number of Staff	Number of School Days Total	Days Staff Absences	Average Staff Attendance Rate
RC	101	174	340	98.07%
MLPC	18	176	104	96.72%
CPC	28	176	63	98.72%

For permanent and temporary staff and school leaders the staff attendance rate was 97.83% in 2016

Proportion of teaching staff retained from the previous year:

Campus	Number of permanent teaching staff at end of 2016 (head count)	Number of these staff retained in 2016 (the program year)	% Retention rate
RC	33	29	88%
MLPC	7	6	86%
CPC	16	15	94%





Key Student Outcomes

Concordia Lutheran College is committed to the pursuit of excellence. This commitment challenges us to provide both quality and diversity in the programs we deliver. Our College has a strong and cherished sense of tradition, and we have a genuine pride in the achievements of our past and present students.

The students at Concordia Lutheran College are undoubtedly our finest resource, and their sense of school pride and school community is clearly evident to all who visit any of our campuses. We have an enviable record of academic achievement and tertiary success.

Average student attendance rate for the whole school

Campus	Total number of students	Number of school days in program year	Total number of all student absences	Average attendance rate %
RC	375	174	8733	86.62%
MLPC	136	176	2110	91.18%
CPC	165	176	1907	93.43%

The average attendance rate for the whole school as a percentage in 2016 was **90.41%**

Average student attendance rate for each year level

Campus	Year Level	Total number of students in year level	Number of school days in program year	Total number of student absences in year level	Average attendance rate in year level %
MLPC	Prep	24	176	394	90.67%
	Year 1	24	176	464	89.02%
	Year 2	28	176	445	90.97%
	Year 3	20	176	264	92.50%
	Year 4	13	176	200	91.26%
	Year 5	20	176	260	92.61%
	Year 6	7	176	83	93.26%
CPC	Prep	33	176	366	93.70%
	Year 1	23	176	295	92.71%
	Year 2	21	176	316	91.45%
	Year 3	24	176	357	91.55%
	Year 4	24	176	212	94.98%
	Year 5	22	176	237	93.88%
	Year 6	18	176	124	96.09%
RC	Year 7	62	174	993	90.80%
	Year 8	54	174	1288	86.29%
	Year 9	37	174	706	89.03%
	Year 10	78	174	1755	87.07%
	Year 11	67	174	1644	85.90%
	Year 12	77	169	2347	81.96%



How non-attendance is managed

It is important that students miss as little school as possible. Therefore parents are asked to make every attempt to schedule holidays and appointments so that they do not coincide with school time.

- A note of explanation of the absence may be given to the Home Class teacher or Student Reception upon the child's return to College.
- Notification of known future absence eg. medical reasons or participation in representative sport, must be made to the College in advance of the absence.
- Requests for leave for family or other non-medical reasons are to be submitted to the Head of Senior College or Director of Campus.

Student absence from the College program for any reason must be negotiated with the Head of Senior College or Director of Campus and be confirmed in writing. Assessment calendars and other subject-related commitments are checked before leave is granted.

NAPLAN results for Years 3, 5, 7 and 9 in 2016 are provided by following the link below:

<http://www.myschool.edu.au>

	Reading	Persuasive Writing	Spelling	Grammar & Punctuation	Numeracy
Year 3	434 Aust. Schools Av. 426	412 Aust. Schools Av. 421	406 Aust. Schools Av. 420	430 Aust. Schools Av. 436	407 Aust. Schools Av. 402
Year 5	544 Aust. Schools Av. 502	488 Aust. Schools Av. 476	500 Aust. Schools Av. 493	525 Aust. Schools Av. 505	520 Aust. Schools Av. 493
Year 7	588 Aust. Schools Av. 541	534 Aust. Schools Av. 515	560 Aust. Schools Av. 543	588 Aust. Schools Av. 540	594 Aust. Schools Av. 550
Year 9	592 Aust. Schools Av. 581	536 Aust. Schools Av. 549	570 Aust. Schools Av. 580	588 Aust. Schools Av. 569	608 Aust. Schools Av. 589

Apparent retention rate

	Year 10 Base (2014)	Year 12 (2016)	Retention rate %
Number of students	79	77	97.47%

Year 12 student enrolment as a percentage of the Year 10 cohort is **97.47%**

Year 12 outcomes

Outcomes for our Year 12 cohort 2016	
Number of students awarded a Senior Statement	1
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	55
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	14
Number of students awarded one or more Vocational Education and Training (VET) qualifications	42
Number of students awarded a Queensland Certificate of Education at the end of Year 12	67
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP 1-15 or an IBD	85.5%
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	97%



Post-School Destination Information

Background information

The Office of the Government Statistician conducted a survey of school leavers to determine the initial study and work destinations of 2016 school leavers. Responses were collected online and via computer-assisted telephone interviewing. The results of the survey form part of the *Next Step 2017* report delivered to schools.

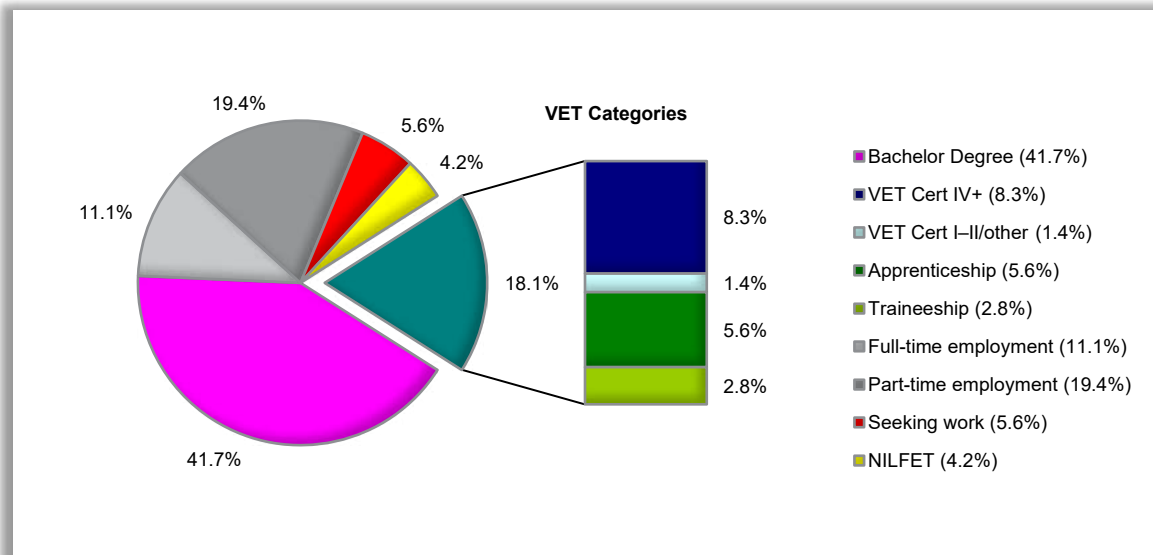
• School response rate to the survey

Number of Year 12 students in 2016 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
72	77	93.5

• Definitions of main destinations

University degree	Studying at a degree level
VET Cert IV+	Studying Certificate IV, Diploma or Advanced Diploma
VET Cert I – II/other	Studying Certificate I or II, including students in unspecified VET courses, or another basic course with an unknown course level
Apprentice	Working and in employment-based apprenticeship
Traineeship	Working and in employment-based traineeship
Full-time employment	Working full time (35 hours or more per week) and not in study or training destination. This includes people with part time or casual jobs in excess of 35 hours per week
Part-time employment	Working part-time or casual (fewer than 35 hours per week) and not in study or training destination.
Seeking work	Looking for work and not in a study or training destination
NILFET	Not in the labour force, education or training

• Main Destination



• Outcomes Summary

SEP	QCE	QCIA	VET	SAT	OP	IBD	Senior Statement only	% with a QCE, VET, SAT or IBD	% QTAC applicants with a tertiary offer
77	71	0	42	14	59	-	1	97.4%	100%

	N	VET	SAT	VET Cert I	VET Cert II	VET Cert III	VET Cert IV	VET Dip or AdvDip	Uni subject at school	VET Dip or AdvDip unit at school
Students who received a QCE	71	38	14	12	22	8	-	-	3	1
Students yet to receive a QCE	6	4	0	4	3	-	-	-	-	-
Students who received a QCIA	0	0	-	0	-	-	-	-	-	-

	N	QCE	VET	SAT	VET Cert I	VET Cert II	VET Cert III	VET Cert IV	VET Dip or AdvDip	Uni subject at school	VET Dip or AdvDip unit at school
OP-eligible students	59	59		12	11	15	7	-	-	3	0
OP-ineligible students	18	12	10	2	5	10	1	-	0	0	1

OP distribution	OP1-5	OP6-10	OP11-15	OP16-20	OP21-25
	17	15	18	9	0