



Stretton State College

# ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

## Contact Information

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# School Overview

Stretton State College is a P to 12 school established in 2006. The first cohort of Year 12 students graduated in 2010. We have experienced a significant enrolment growth due to our strong reputation as a provider of quality education and outcomes for students within our catchment area. Our students are encouraged to strive for excellence in all their endeavours and the school aims to equip students with the necessary life skills to help them make positive, purposeful contributions to their communities. The school places emphasis on adherence to the Stretton SPIRIT - our values of sincerity, perseverance, integrity, respect and responsibility, inclusivity and thoughtfulness. These values guide our planning and actions. Other key priorities are Thinking Skills, ICTs, Professional Development and programs for Gifted and Talented students. Our Prep to Year 9 curriculum is shaped by the essential learnings of the Key Learning Areas and our Year 10-12 curriculum allows students to pursue both academic and industry pathways. Emphasis is placed on Literacy and Numeracy and appropriate support is provided for students with special needs and learning difficulties. The school provides diverse leadership, cultural, sporting and community service opportunities. Parents are encouraged to play an active role in school life.

## Principal's Forward

### Introduction

#### School Progress towards its goals in 2016

We have made significant progress in the following priorities in 2016:

- **ACADEMIC SUCCESS** – We are successfully implementing a P12 learning framework based on the ASOT pedagogical framework which prepares students for living in a complex, multi-cultural, networked society. We have reviewed and renewed the curriculum framework in order to improve assessment enabling greater analysis of data that informs pedagogical decision-making. We have enhanced teacher leadership through the consistent implementation of the ASOT Framework. Our staff have continued to develop and implement strategies which extend and support all students. We have reviewed the operation of student feedback principles and explicit strategies to track individual student progress and improve achievement. We have implemented ongoing improvement plans in response to student performance data in a timely, responsive manner. We have continued to refine our consistent approach P12 to the teaching of Reading, Writing, Numeracy and STEM.
- **OUTSTANDING STAFF** – Our focus in 2016 was to recognize the professionalism, accountability and commitment to a culture of excellence. We continued to support and develop teaching staff to be confident and outstanding practitioners of innovative teaching methods and to be leaders of quality learning. We have built leadership capacity of staff by encouraging aspirational, professional growth opportunities. We have developed a strategy that provides all College staff with quality feedback to support their individual performance development.
- **BROADENING HORIZONS** – We are continuing to develop confident and resilient young people by the provision of robust, co-curricula programs and through the excellence programs in the ARTS and SPORT which has empowered students to grow and develop their interests, skills and abilities.
- **CONNECTING COMMUNITY** - We continue to promote a strong sense of community and belonging within a diverse multi-cultural environment by engaging and communicating effectively with our immediate and broader local, national and international communities.
- **EMPOWERING GLOBAL CITIZENSHIP** - We are focusing on developing and sustaining an environment of support for emotional, social, physical and intellectual well-being with a high focus on attendance and engagement. We have reviewed student well-being structures, line management and programs P12 with a common philosophical approach. We have developed appropriate programs to respond to student needs and diversity. We have reviewed P12 student leadership systems, roles and responsibilities to ensure a breadth of student leadership opportunities and experiences P12. We have implemented strategies which celebrate improved attendance and engagement at a school, classroom and individual level. We have ensured 'at risk' students in all years are appropriately monitored, supported and tracked.

#### Future Outlook

Our mission continues to provide an outstanding education within a P12 context, preparing confident and capable citizens who are able to contribute in a 21<sup>st</sup> century global community.

This is embedded in our key planning documents in our 5 focus areas of Academic Success/Outstanding Staff/Broadening Horizons/Connecting Community/Empowering Global citizens.

# Our School at a Glance

## School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Prep Year - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	1949	956	993	18	96%
<b>2015*</b>	2126	1028	1098	21	97%
<b>2016</b>	2288	1099	1189	18	97%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

## Characteristics of the Student Body

### Overview

Stretton State College continues to experience high levels of interest in enrolment from beyond the catchment area and maintains a rising enrolment in accordance with the Enrolment Management Plan, which precludes attracting any enrolments from outside our catchment area, except for entry into our specialist Lighthouse Academic Excellence and Sporting Excellence programs. We have students from a wide range of socio-economic and cultural backgrounds which provides a rich diversity to the composition of our student population. In 2016, 42% of our students are from a NESB background. There is evidence of a very high level of acceptance of diversity across all levels of the College. The College Leadership Team and Staff promote and maintain an inclusive environment that is reflective of its high expectations of personal success for all individual students. We promote the belief that all students can achieve and that all students can be successful learners.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	24	25	25
Year 4 – Year 7	26	27	26
Year 8 – Year 10	23	24	24
Year 11 – Year 12	18	18	19

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

## **Our Approach to Curriculum Delivery**

- Early Years transition program welcoming Pre-Prep students and families
- P-3 curriculum engages with the programs: Prep Oracy; Read It Again! Foundation Q; Synthetic Phonics; and the CAFÉ framework to support students to set their own learning goals for literacy development.
- Academic Excellence Lighthouse programs for Years 5 – 9 with a focus on digital learning.
- Years 7-9 students participate in a core curriculum where literacy and numeracy is strongly embedded.
- Year 10 – transition year where students complete core subjects underpinning the senior curriculum with elective subjects designed to create a bridge to senior studies. Extension science course – Newton’s and Einstein’s Course ran for Year 9 & 10 students as Excellence Science Specialist Program.
- Year 11 and 12 – offers an extremely broad range of Authority, Authority Registered and Certificate courses to suit the distinctive needs of our students. Our offerings include Certificate III courses. We continue our partnerships with UQ, Griffith University and USQ which enables successful students to participate in university subjects and gain automatic entry into certain University courses.
- A partnership with Mighty Minds continues strongly to improve our QCS, OP and NAPLAN data.
- A rigorous program of NAPLAN preparation involving whole TURBO days is undertaken across the entire College.
- OP Maximizer sessions are held regularly for OP eligible students.
- Our student wellbeing program from P-12 is linked with MindMatters/KidsMatter curriculum.
- TAFE/Apprenticeship programs

## **Co-curricular Activities**

Students are encouraged to participate in extra curricula activities and to undertake several leadership roles within the College:

- Academic competitions – English/Maths/Science/Computer Skills/ICAS
- Instrumental Music Program – Senior, Intermediate and Junior Concert Bands/Stage Band/Percussion/Brass ensembles/ Our inaugural Overseas IM trip to Hawaii was highly successful in 2016
- Jazzin’ Up the Hall – Instrumental Music Showcase evening
- College Choirs across P-12
- Range of sporting competitions with students being selected to represent their school at District, Regional and State levels.
- P & C fundraising to support school & charitable organizations
- SRC – Strong student representative council and student committees – Prefects, Captains, House Leaders and Class Representatives
- Peer mentoring
- Premier’s Reading Challenge & Book Club
- Chess Club
- Arts celebration nights – showcasing student performances and artworks from P-12
- School Camp Program starting in Year 4
- Leadership Camp Programs in Year 11
- After school homework program
- HPV Competition.
- Problem Solving Challenge/Maths Team Challenge
- Science week activities
- High Achievers program
- Stretton State College Football Academy
- Year 6 trip to Canberra

## **How Information and Communication Technologies are used to Assist Learning**

Our major focus in 2016 was creating a platform for the delivery of BYOD Years 3-12 in 2017 with trial classes happening in Years 3 – 5 .Technology is used widely through Stretton State College as a tool for learning. Students actively use a range of advanced ICT devices as an integral part of their learning at the College.

Students are being skilled to engage in ICT rich curriculum activities which will complement our focus on developing literacy and numeracy competencies as well as higher order thinking skills of students. Students across the College are exposed to and use interactive whiteboards in their learning experiences. All classrooms from Prep to Year 6 have interactive whiteboards installed and iPad sets available to the students.

The teaching and learning in the Junior Secondary and Senior School classrooms are enhanced also by the use of multimedia data projectors and such devices as video editing and movie making equipment. Teachers utilize ICT resources available from sites such as Learning Place to enhance student learning and students are encouraged to participate in ICT competitions.

The College's senior students in Maths and Science use graphics calculators and data logging equipment and software as an integral part of the curriculum.

Students now have 1:1 laptops in Lighthouse classes from Year 5 to Year 9 also and Year 3 & 5 students have an opportunity to work in a 1:1 iPad class environment too.

Students in the scheme now have access to a laptop that is an integral part of the curriculum programs. A professional development program is an ongoing aspect of our commitment to upskill teachers in the use of ICT devices.

Multimedia, Photography, Film and TV are very popular curriculum offerings in Years 10-12 where students are engaged with creating promotional materials for the College as part of their learning.

## Social Climate

### Overview

Stretton State College has an established reputation as a safe, supportive and well-disciplined school with high standards of engagement, uniform and attendance expected of all students. This is evidenced in the SOS data for 2016:

- Parent satisfaction that this is a good school, where their child is getting a good education and where they can talk with their child's teacher about their concerns is well above State and Like School means.
- More than 95% of students agree they are getting a good education at our school.
- More than 97% of staff believe that this is a good school where they are safe.
- The College focuses strongly on Values Education and Student Wellbeing programs are aligned with MindMatters/KidsMatter.
- The values of the College underpin the vision and are embedded in all aspects of the Stretton culture. These values form an integral part of our Responsible Behaviour Plan and are incorporated into the College approach to managing student behaviour. They are also evident in unit planning. The Stretton SPIRIT values inform all aspects of our behaviour platform.
- Stretton SPIRIT values are promoted regularly and often through gotchas on the primary campus and student achievement is celebrated on school assemblies.
- Other features which support a safe and supportive environment are:
  - o Student Wellbeing team consisting of 2 x Guidance Officers, 2 x HODs Student WellBeing, School Based Youth Health Nurse, School Chaplain, ESL teachers and a Head of Special Education Services.
  - o Bullying minimisation strategies.
  - o Pastoral care structure with Care Teachers on the senior campus. Student wellbeing programs based on MindMatters/Senseability Program (Year 7 – 10).
  - o Transition programs, Kindy to Prep and Year 6 to 7, and orientation days for primary students continuing their schooling at SSC.
- Tour and Talks conducted on both campuses to promote parent/college positive partnerships.
- The College provides a wide range of opportunities for students to participate in a number of cocurricula activities.
- Strong student leadership climate – with leaders across both campuses.

### Parent, Student and Staff Satisfaction

Our College has a reputation as a good school which provides a safe, supportive and well-disciplined environment. We have a well-developed school reputation for promoting high standards of behaviour and uniform. These qualities are exemplified in the high level responses contained in our 2016 SOS.

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	95%	97%
this is a good school (S2035)	93%	95%	97%
their child likes being at this school* (S2001)	94%	97%	97%
their child feels safe at this school* (S2002)	92%	96%	97%
their child's learning needs are being met at this school* (S2003)	89%	90%	95%
their child is making good progress at this school* (S2004)	90%	93%	94%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	95%	91%
teachers at this school motivate their child to learn* (S2007)	92%	95%	94%
teachers at this school treat students fairly* (S2008)	88%	87%	89%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	96%
this school works with them to support their child's learning* (S2010)	89%	92%	95%
this school takes parents' opinions seriously* (S2011)	82%	85%	88%
student behaviour is well managed at this school* (S2012)	85%	85%	86%
this school looks for ways to improve* (S2013)	91%	94%	94%
this school is well maintained* (S2014)	97%	97%	94%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	94%	95%
they like being at their school* (S2036)	94%	93%	93%
they feel safe at their school* (S2037)	93%	94%	93%
their teachers motivate them to learn* (S2038)	97%	95%	94%
their teachers expect them to do their best* (S2039)	99%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	95%	93%	89%
teachers treat students fairly at their school* (S2041)	88%	77%	83%
they can talk to their teachers about their concerns* (S2042)	87%	83%	85%
their school takes students' opinions seriously* (S2043)	87%	80%	80%
student behaviour is well managed at their school* (S2044)	79%	79%	80%
their school looks for ways to improve* (S2045)	98%	94%	94%
their school is well maintained* (S2046)	92%	89%	92%
their school gives them opportunities to do interesting things* (S2047)	91%	89%	95%

## Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	95%	97%	95%
they feel that their school is a safe place in which to work (S2070)	99%	98%	97%
they receive useful feedback about their work at their school (S2071)	83%	88%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	89%	87%	83%
students are encouraged to do their best at their school (S2072)	96%	97%	97%
students are treated fairly at their school (S2073)	96%	98%	96%
student behaviour is well managed at their school (S2074)	89%	82%	90%
staff are well supported at their school (S2075)	85%	84%	85%
their school takes staff opinions seriously (S2076)	83%	83%	87%
their school looks for ways to improve (S2077)	94%	96%	95%
their school is well maintained (S2078)	98%	95%	97%
their school gives them opportunities to do interesting things (S2079)	87%	94%	89%

\* Nationally agreed student and parent/caregiver items

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

## Parent and community engagement

Parental involvement and the development of productive parent partnerships are encouraged through:

- Individual enrolment interviews for every student enrolling in the College
- Parent/Teacher interview evenings scheduled each Semester
- Welcome to all Parents via Open Classroom afternoons
- Monthly P & C Meetings and committees
- Establishment of School Council
- Newsletters – published electronically every fortnight
- Regular Facebook updates
- Subject selection and information evenings
- Assemblies and School events e.g. Mothers' Day/Fathers' Day/Under 8's Day/Harmony Day/Grandparents' Day/Walk to school safely/Day for Daniel
- Tour and Talk information mornings
- Sporting competitions and performance evenings
- Evenings in relation to individual student needs as required
- Congratulatory letters and postcards mailed home regularly
- Books for Babies on Gowan Campus
- Encouraging two way communication through virtual classrooms, phone and email contact
- Volunteers assisting in library, classrooms, canteens and other areas of College life.
- Pre Formal parent function
- Attendance snapshot data is communicated to parents regularly

## Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. The Stretton SPIRIT values underpin the daily communication about respectful relationships across both campuses.

Our wellbeing and pastoral care programs focus on development of the whole student and an understanding of important issues regarding respectful relationships e.g. anti-bullying, personal safety, domestic violence, cyber-smart approaches.



## School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	114	109	183
Long Suspensions – 6 to 20 days	8	4	6
Exclusions	7	1	8
Cancellations of Enrolment	12	6	3

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from the College's annual utilities return and is reliant on the accuracy of these returns. The construction of new buildings on the Gowan Campus has seen an increased demand for electricity. Despite a significant increase in student numbers, our College has been successful in reducing our environmental footprint. Environmental awareness is embedded P-12 in our Curriculum.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	697,831	5,036
2014-2015	913,570	8,457
2015-2016	872,965	7,487

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

## School Funding

### School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

### Workforce Composition

#### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	170	85	<5
Full-time Equivalents	157	60	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	10
Graduate Diploma etc.**	38
Bachelor degree	116
Diploma	5
Certificate	

\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Professional Development

#### Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$147,000.

The major professional development initiatives are as follows:

- Mentoring and coaching teachers
- Beginning teachers' programmes
- Student wellbeing
- Curriculum related – Literacy/Numeracy/STEM/ASOT
- Leadership and management
- Instructional Rounds/Data Cycle
- Pre-Prep/Prep Oracy

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

### Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 97% of staff was retained by the school for the entire 2016.

## Performance of Our Students

### Key Student Outcomes

#### Student Attendance

##### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	94%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	89%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

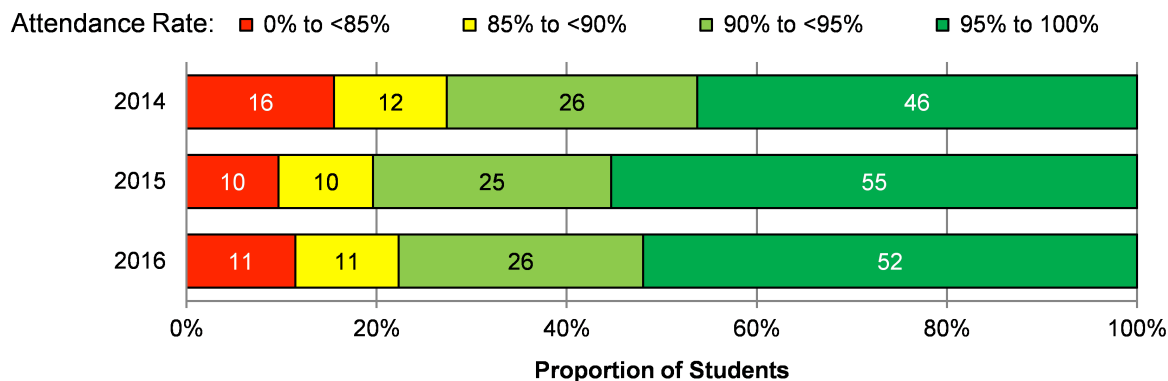
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	94%	94%	93%	94%	93%	94%	94%	94%	93%	88%	90%	88%	89%
2015	94%	95%	94%	95%	95%	93%	94%	95%	95%	93%	92%	92%	92%
2016	94%	94%	95%	94%	94%	95%	93%	93%	93%	93%	92%	92%	91%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student Attendance Distribution

The proportions of students by attendance range:



### Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked twice a day on the Junior Campus (P-6) and at the start of every lesson on the Secondary Campus (Years 7-12) using the computer data base ID Attend. To maximise attendance rates, when absenteeism occurs, teachers and College Leaders contact parents/carers to advise about nonattendance. In the case of truants, management processes including Individual Behaviour Contracts are implemented to support students and communicate with parents/carers. Other processes that may be applied include referral to College Guidance Officers, the Regional Youth Support Coordinator and relevant external agencies. Letters are also written and sent home by the Head of Campus to students with 100% exemplary attendance. Similarly, parents are invited to a personal interview with a member of the Leadership team to discuss sporadic attendance concerns.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box**.

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	124	144	148
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	1
Number of students receiving an Overall Position (OP)	40	67	67
Percentage of Indigenous students receiving an Overall Position (OP)		50%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	14	7	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	83	94	99
Number of students awarded an Australian Qualification Framework Certificate II or above.	79	89	92
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	123	143	147
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.		100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	88%	67%	69%
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.	99%	99%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	93%	97%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	13	15	7	5	0
2015	4	18	23	20	2
2016	9	20	17	21	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	26	69	39
2015	29	75	53
2016	38	63	58

As at 3rd February 2017. The above values exclude VISA students.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	93%	94%	103%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.		100%	50%

\* The Years 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%).

Students completed the following VET qualifications in 2016:

- Certificate III early Childhood (TAFE)
- Certificate III in Business (Stretton)
- Certificate I Construction (Stretton)
- Certificate I Engineering (Stretton)
- Certificate IV Justice (TAFE)
- Certificate III Design Fundamentals (TAFE)
- Certificate III Fitness (TAFE)
- Certificate II Work Place Practices (Stretton)
- Certificate II Hospitality (Stretton)
- Certificate I Hospitality (Stretton)
- Certificate III Beauty (TAFE)
- Certificate II and III Health Services (TAFE)
- Certificate II Horticulture (TAFE)
- Certificate II Animal Studies (TAFE)
- Certificate II Electro technology (Skills Tech)
- Certificate II Heavy Vehicle (Skills Tech)
- Certificate I Plumbing (Skills Tech)

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<http://www.strettonsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

### **Early leavers information**

We encourage all students to follow individual and diverse pathways, with a particular focus on completion of Year 12 where possible. Students who leave in Year 11 or prior to completion of Year 12, have traditionally gone into Apprenticeships, full time TAFE or Employment avenues. All students who leave before Year 12 remain as recipients of Stretton's support services for students and we encourage them and their families to continue to be supported by our Guidance Officer for careers information. As a school Stretton will seek to stay in contact with a student until there is evidence that the young person is in a place or work, study or learning.

## Conclusion

