



Stretton State College

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Stretton State College, an Independent Public School, is a co-educational P-12 school established in 2006. The first cohort of Year 12 students graduated in 2010. The Prep to Year 12 structure significantly enhances educational outcomes for students while facilitating the seamless transition through the different phases of learning. It also provides students with the opportunity to enrich their learning through access to the extensive range of co-curricular activities within the College. Our mission is to provide an outstanding education within a P12 context. We aim to provide excellence in teaching and learning within a broad, balanced and flexible curriculum which positions our students well to be able to contribute in a 21st century global community. We aim to balance the breadth and depth of our educational offerings, with a well-informed view on what is most appropriate for each individual's wellbeing, as key driver to building individual learner capability. 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 positive education, student wellbeing and 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, Digital Pedagogy, contemporary real life approaches to learning and programs of excellence in Academic extension, Sport and Instrumental Music. We support our students to be connected in this digital age with a BYOD program for students in Years 3-12. 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. By 2020, due to high local demand, our predicted enrolment will be 3000 students.

School progress towards its goals in 2018

The College's progress towards its goals in 2018 was substantial and it was a very successful year for Stretton State College. It was particularly pleasing to see our students across our P12 community achieve new levels of excellence in academic sporting, musical and cultural pursuits and to have our parent community indicate an overwhelming level of satisfaction within the College.

Our goals for 2018 included:

Establish a high performance academic culture with a focus on stimulating student goal setting and self-directed ownership of learning and performance goals.

Creating a successful learning culture where teachers use and reflect on a wide range of evidence-based practices aligned to the ASOT framework, and students are engaged in visible learning with a focus on feedback, differentiation, extension, goal setting and data placemats.

Creating a connected community, where the college culture encourages student commitment, initiative and involvement through multiple endeavours.

Future outlook

Our focused improvement strategies for 2019 include the following:

Maintaining and extending Learning and Performance

- (a) Using coaching, feedback and reflective models to quality assure an ASOT approach to pedagogy
- (b) Stimulate student goal setting and self-directed ownership of learning
- (c) Ensuring quality practices which provide challenging learning and engaging behaviours using differentiated extension strategies.
- (d) Maintaining and extending learning and performance around transition to school.

Developing a culture of Wellbeing

- (a) Ensure all staff are equipped with principles of positive psychology to embed a culture of positive education and wellbeing throughout the entire college.
- (b) Enhance academic performance by improving understanding of conditions for student and staff flourishing.

- (c) Ensure College Policies and practices reflect the language and philosophy of positive education.
- (d) Ensure quality data collection practices to track student & staff wellbeing.

Developing a connected community

- (a) College culture encourages student commitment leadership, initiative and involvement through multiple endeavours.
- (b) Continue to develop the connectedness of a P12 community through alignment.
- (c) Strengthen community partnerships to ensure meaningful opportunities.
- (d) Develop collaborative networks of practice with SATE implementation.
- (e) Develop national and international positive education/wellbeing partnerships.
- (f) Continue to expand and develop our International Student program.
- (g) Ensure Excellence programmes create diverse opportunities for our college community.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	2288	2459	2588
Girls	1099	1193	1258
Boys	1189	1266	1330
Indigenous	18	16	16
Enrolment continuity (Feb. – Nov.)	97%	97%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Stretton State College students come from a wide variety of cultural and ethnic backgrounds with a large number of students born overseas. The College is becoming increasingly more diverse and multi-cultural. Our College population draws from a moderately high socio economic area, and the school ICSEA rating is 1060, where 1000 is average for schools across Australia. Due to an Enrolment Management Strategy which restricts the catchment area for enrolment, students generally live in relatively close proximity to the College. Parental expectations for students at Stretton State College are extremely high, and as a result students are well motivated and work to a high standard in classes. Students adhere to a strict uniform policy and the behaviour standards also contain the highest expectations.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	25	24	23
Year 4 – Year 6	26	26	26
Year 7 – Year 10	24	24	25
Year 11 – Year 12	19	19	17

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Stretton, we implement the Australian curriculum in English, Mathematics, Science, Humanities and Social sciences Health, The ARTS, Physical Education and Technologies. We use Age Appropriate Pedagogies to frame our planning for the early years. As part of our commitment to encourage 21st century learning, students in Years 3,4,5 and 6 participate in a BYOD program with a view to extending this to Year 2 in 2020. We have also embedded STEM in classroom units of work, and have an e-Learning HOD who is responsible for implementing and assessing digital technologies across Prep to 6. Languages is taught in Years 5 and 6 with a sole focus on Italian.

We have a very strong Pre-Prep programme which operates during Term 3 to ensure that our Prep students have an excellent initiation into school and good preparation for the demands of the Prep year.

Our Junior Secondary school curriculum is based on the National Curriculum and P-12 Curriculum Assessment and Reporting Framework. We employ a multi-layered diagnostic testing approach to provide short data cycles and inform targeted instruction for literacy and numeracy. We employ Individual Curriculum Plans and provide enrichment academic programs to support the needs of different learners.

Our Senior Secondary school curriculum focuses on providing multiple pathways as essential to ensuring all students are achieving success. We offer a comprehensive academic and vocational curriculum resulting in relevant pathways and qualifications for all senior school students. We have active partnerships with industry, community, business and external educational providers to maximize learning and vocational pathways for students including traineeships, school-based apprenticeships, university study and Vocational Education and Training qualifications.

Co-curricular activities

Extra-curricula activities include, but are not limited to:

Clubs and Committees

Performing arts programs (Musicals, Plays, Eisteddfods)

A strong, successful Instrumental Music program (Strings Woodwind, Brass, Percussion)

Sporting programs/Excellence programs in Touch Football, Rugby League, Football and Volleyball

Chess

School Camps (Year level camps, leadership camps, Instrumental camps, Writers' Retreat)

ICAS competitions

Gardening Club

Various lunchtime clubs

Inter-house lunchtime competitions

Inter-School Sport

HPV programs (Human Powered Vehicle)

Community Service programs

After school hours programs

How information and communication technologies are used to assist learning

Stretton State College has a focus on well integrated ICTs as part of routine classroom practices. Students from Years 3-12 have access to one-to-one devices and students in P12 have small group and class access to devices to support digital learning.

All classroom teachers have a laptop provided to them to support their learning and practice and we have a good wireless infrastructure in the school.

The two e-Learning HODs in the College provide regular professional development activities to staff to ensure they are kept abreast of latest trends in digital pedagogy.

Social climate

Overview

Stretton State College's values are based on the SPIRIT values – Sincerity, Perseverance, Integrity, Responsibility and Respect, Inclusivity and Thoughtfulness. In 2018, the College embarked upon a Positive Education program focusing on the development of student and staff wellbeing. This program draws upon the growing field of positive psychology a scientific field that studies the flourishing and optimal function of individuals, groups and institutions.

Student achievement, attendance and behaviour is monitored by our Leadership Team which draws upon the expertise of specialist staff including 2 x Guidance Officers, School Health Nurse, Year Co-ordinators, Special Education staff and Learning Support personnel to provide case management, individual learning plans and specialised programs as required by students.

Online safety and education is delivered to students via our Cybersafety programs to promote healthy relationships online and minimise the risk of harm to students. Instances of any bullying or persistent harassment can be reported to our College staff, leadership team, Year Co-ordinators or Guidance Officers who will provide support, education and intervention as needed.

Our College regularly invites the parent community into the school to participate in various activities on assemblies.

The effectiveness of the College's management of behaviour is due to the consistent focus on proactive positive strategies to manage unacceptable behaviour and the celebration of appropriate behaviours on assemblies.

Our College has a strong House structure and all students and staff belong to one of the four Houses. The Houses are named after famous Australians (Cowan, Paterson, Bradman and Hollows).

Developing the leadership skills of our students is also a focus for the College. At Stretton, we believe that all students have the potential for leadership, and our campuses have tailored programs and structures to promote leadership aspirations and potential for all students. There is a strong student Council on both campuses, with a variety of student leaders in Year 6, 9 and 12.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	94%	93%
• this is a good school (S2035)	97%	94%	94%
• their child likes being at this school* (S2001)	97%	92%	94%
• their child feels safe at this school* (S2002)	97%	96%	96%
• their child's learning needs are being met at this school* (S2003)	95%	91%	91%
• their child is making good progress at this school* (S2004)	94%	92%	91%
• teachers at this school expect their child to do his or her best* (S2005)	97%	93%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	90%	91%
• teachers at this school motivate their child to learn* (S2007)	94%	86%	90%
• teachers at this school treat students fairly* (S2008)	89%	87%	87%
• they can talk to their child's teachers about their concerns* (S2009)	96%	90%	94%
• this school works with them to support their child's learning* (S2010)	95%	89%	93%
• this school takes parents' opinions seriously* (S2011)	88%	85%	87%
• student behaviour is well managed at this school* (S2012)	86%	86%	86%
• this school looks for ways to improve* (S2013)	94%	93%	94%
• this school is well maintained* (S2014)	94%	93%	92%

* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	95%	92%	97%
• they like being at their school* (S2036)	93%	89%	92%
• they feel safe at their school* (S2037)	93%	91%	95%
• their teachers motivate them to learn* (S2038)	94%	92%	94%
• their teachers expect them to do their best* (S2039)	96%	95%	98%
• their teachers provide them with useful feedback about their school work* (S2040)	89%	89%	96%
• teachers treat students fairly at their school* (S2041)	83%	81%	82%
• they can talk to their teachers about their concerns* (S2042)	85%	81%	81%
• their school takes students' opinions seriously* (S2043)	80%	77%	89%
• student behaviour is well managed at their school* (S2044)	80%	71%	78%
• their school looks for ways to improve* (S2045)	94%	89%	96%
• their school is well maintained* (S2046)	92%	86%	95%
• their school gives them opportunities to do interesting things* (S2047)	95%	91%	92%

Percentage of students who agree# that:	2016	2017	2018
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* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	97%	93%
• they feel that their school is a safe place in which to work (S2070)	97%	99%	98%
• they receive useful feedback about their work at their school (S2071)	86%	82%	80%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	85%	79%
• students are encouraged to do their best at their school (S2072)	97%	97%	97%
• students are treated fairly at their school (S2073)	96%	96%	94%
• student behaviour is well managed at their school (S2074)	90%	91%	82%
• staff are well supported at their school (S2075)	85%	86%	76%
• their school takes staff opinions seriously (S2076)	87%	83%	73%
• their school looks for ways to improve (S2077)	95%	96%	91%
• their school is well maintained (S2078)	97%	95%	94%
• their school gives them opportunities to do interesting things (S2079)	89%	89%	91%

* 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

The College recognizes the importance of parents and teachers working together to achieve the best outcomes for children. We believe that when parents express confidence and are actively involved in the College, their children feel supported and engaged and are more likely to be happier and perform better in their learning.

The following are some of the ways that parents are invited to become active participants in their child's education:

- Parent/Teacher meetings and student interviews
- College meetings
- P&C meetings and social events
- Parent forums and surveys
- Assemblies
- Parent Education sessions
- Guest Speaker evenings
- Regular communication – newsletters, emails, text messages, Facebook
- Pre-Prep information sessions and program
- Open classrooms (Primary camps)
- Tour and Talk community monthly tours of College
- Parent coffee mornings
- Classroom volunteer program

Individualised reasonable adjustments apply to all types of learning. Adjustments may be developed in consultation with the student their parents or carers, relevant school staff and key stakeholders. Consultation processes vary according to student and parent needs and may occur at parent/teacher interviews, key stakeholder meetings, during formal transition programs or incidentally as needs arise. All possible solutions are examined to meet students' needs while

balancing the needs of others. Stretton State College staff work closely with parents or carers to carefully consider what is a reasonable adjustment. We endeavour to support students to meet their maximum potential and take pride in excellence in individualized student outcomes.

Respectful relationships education programs

Stretton State College has developed and implemented numerous programs that focus on healthy respectful and appropriate relationships. Teams of teachers and support staff are supported by Administration staff across P12 to ensure appropriate and relevant practices are ongoing. Community Days (Day for Daniel, Fiver for a Farmer, Anti-Bullying etc.) and regular parent information seminars, pastoral care lessons are part of an embedded practice at Stretton. This is complemented by specific topics that are addressed as part of the P12 curriculum. These areas address body image, violence and respectful relationships.

Various supportive programs are often delivered to whole cohorts and target groups promoting respectful relationships, mental health management anti-bullying and anti-violence, personal development, resilience building and social skills.

The College is implementing a Positive Education framework which looks at promoting the principles of Positive psychology embedded across P12.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	183	158	211
Long suspensions – 11 to 20 days	6	25	19
Exclusions	8	6	12
Cancellations of enrolment	3	0	1

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

While costs have increased for electricity, the actual usage of water has decreased. The water rates are in line with the significant increases in student enrolment and the opening of new facilities.

The College has a Workplace Health and Safety committee which monitors energy conservation and sustainability practices.

The Primary Campus environmental club raises awareness of environmental issues. It promotes tidy classrooms via a Green Gnome award given every week on Assembly.

We have implemented the following strategies to reduce our environmental footprint including:

- Installation of efficient lighting
- Utilisation of an electronic newsletter to reduce paper wastage
- Emailing of student reports to save on paper
- A focus on a Gardening program on the Primary Campus
- Active support of smart travel and Feet First Friday initiatives to reduce pollution and greenhouse gas emissions.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	872,965	924,518	986,135
Water (kL)	7,487	13,060	12,216

Note:

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

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

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.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	193	100	5
Full-time equivalents	177	71	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	2
Masters	15
Graduate Diploma etc.*	50
Bachelor degree	125
Diploma	1
Certificate	0

*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 2018 were \$180,737.09.

The major professional development initiatives are as follows:

- ASOT and Curriculum Framework
- Preparation for SATE
- Positive Education and Wellbeing strategies
- Literacy and Numeracy
- Subject specific professional development
- Curriculum planning
- Release for Mentoring
- Leadership development
- Thinking Skills

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 99% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	93%	93%	93%
Attendance rate for Indigenous** students at this school	89%	84%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	94%	94%	94%
Year 1	94%	93%	95%
Year 2	95%	94%	94%
Year 3	94%	94%	95%
Year 4	94%	94%	94%
Year 5	95%	93%	94%
Year 6	93%	94%	93%

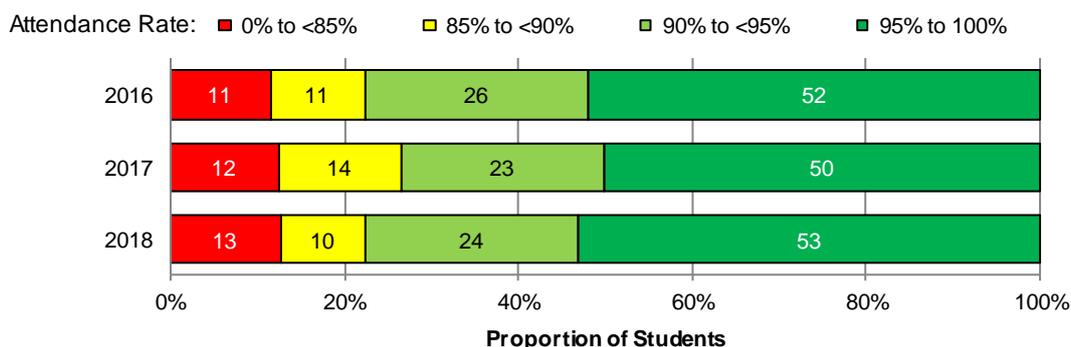
Year level	2016	2017	2018
Year 7	93%	93%	94%
Year 8	93%	91%	92%
Year 9	93%	91%	91%
Year 10	92%	91%	88%
Year 11	92%	92%	90%
Year 12	91%	92%	92%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education 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.

Stretton uses SMS text messages for same-day absence notification through ID attend. Rolls are marked twice daily in the primary school and for every lesson in the secondary school. Processes are in place to ensure students attend school regularly through the enforcement of stringent attendance processes. Dedicated absentee officers process daily absences, alert teachers to class attendance inconsistencies, follow up unmarked rolls and monitor consecutive unexplained absences. Regular communication with parents in newsletters highlights the importance of regular school attendance as we support the Every Day Counts initiative.

Year Co-ordinators and Deputy Principals also track attendance, and the celebration of positive attendance, and data is shared and celebrated on weekly Assemblies.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector ▼

School type ▼

State ▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.

2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	148	158	147
Number of students awarded a QCIA	1	3	3
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	147	155	144
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%		
Number of students who received an OP	67	69	82
Percentage of Indigenous students who received an OP	0%		
Number of students awarded one or more VET qualifications (including SAT)	99	135	121
Number of students awarded a VET Certificate II or above	92	129	107
Number of students who were completing/continuing a SAT	9	3	9
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	69%	74%	84%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	97%	99%	98%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	9	8	14
6-10	20	22	31
11-15	17	21	24
16-20	21	18	13
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	38	43	55
Certificate II	63	119	86
Certificate III or above	58	70	43

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Certificate I Construction
 Certificate I Active Volunteering (intervention)
 Certificate II Hospitality
 Certificate II Business (intervention)
 Certificate II Engineering
 Certificate III Fitness
 Certificate III Business
 Certificate III Media – Photography
 Cert IV – Justice Studies

TAFE:

Certificate II Plumbing
 Certificate II Health Support Services
 Certificate II Electrotechnology
 Certificate II Automotive- Heavy Vehicles
 Certificate III Early Childhood Studies
 Certificate III Hospitality
 Certificate III Music Industry- Performance
 Certificate III Beauty Services
 Certificate III Screen and Media (Multimedia)
 Certificate III Information, Digital Media and Technologies
 Certificate III Retail

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	103%	92%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	50%	0%	

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

This school works closely with a range of external agencies to support students who have left school early. Our Principal, Head of School, Deputy Principal, Head of Senior Schooling, Year Co-ordinator, Regional Transitions Officer or Guidance Officer liaises with early school leavers and their parents, providing a service 'beyond the school gate' to assist early leavers make a successful transition to other educational pursuits or employment.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers support these students into alternative training pathways.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

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