Our school at a glance

<table>
<thead>
<tr>
<th>Postal address</th>
<th>PO Box 1840 Sunnybank Hills QLD 4109</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(07) 3723 0222</td>
</tr>
<tr>
<td>Fax</td>
<td>(07) 3723 0200</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:the.principal@strettonsc.eq.edu.au">the.principal@strettonsc.eq.edu.au</a></td>
</tr>
<tr>
<td>Webpages</td>
<td>Additional reporting information pertaining to Queensland state schools is located on the My School website and the Department’s Right to Information site.</td>
</tr>
<tr>
<td>Contact Person</td>
<td>College Principal: Jan Klotz</td>
</tr>
</tbody>
</table>

Principal’s foreword

This report represents comprehensive information on the activities of Stretton State College during the 2011 school year. Curriculum offerings, student learning outcomes, comments on key sections of the Annual Implementation Plan and budget along with various other data are outlined.

In 2010 Stretton State College maintained and expanded a culture based around our vision of purposeful learning for all students (P-12) with a strong emphasis on the Stretton SPIRIT values. It was our goal to generate a climate based around, pride, excellence and high standards in all that we do, whether it was improving student outcomes, extra-curricular activities, behaviour or classroom practices.

We believe that strong and positive relationships are the foundations for an environment focussed on learning. The development of these relationships through academic, cultural and sporting pursuits is a strong focus in our College.

I believe that this annual report provides an overview of the school that demonstrates our accomplishments in achieving our vision.

Geoff Latta (Acting College Principal)
Stretton State College
Our school at a glance

School progress towards its goals in 2011

Key Goals for 2011 included:

- Continued refinement of our P-12 curriculum and delivery, including consolidating and expansion of literacy and numeracy initiatives across the breadth of the College.
- We achieved significant improvements compared with 2010 in a number of literacy and numeracy areas, of particular note was:
  - Writing - a higher percentage of students in the upper 2 bands in Years 3 and 7 (2010 NAPLAN).
  - Reading – a higher percentage of students in the upper 2 bands in Years 3, 7 and 9.
  - Spelling - a higher percentage of students in the upper 2 bands in Years 3, 5 and 7.
  - Grammar & Punctuation - a higher percentage of students in the upper 2 bands in Years 3, 5 and 7.
  - Numeracy - a higher percentage of students in the upper 2 bands in Years 3, 7 and 9.
- Improving academic performance across the College from P-12.
- Continuing refinement of our Prep, Junior and Middle School curriculum linkages to ensure continuous, seamless curriculum delivery.
- Supporting student pathways and implementing a sustainable senior schooling framework with a particular focus on building upon Year 12 outcomes.
- Through the creation of a HOD College Improvement we sharpened the focus on data collection and responses to student data.

Stretton’s participation in the National Partnership literacy initiative has allowed teachers to participate in professional development in key literacy activities with literacy coach.

Future outlook

Our Vision: We are united in our pursuit of excellence to ensure that every day, in every classroom, every student is learning and achieving within a safe, supportive, inclusive and disciplined learning environment which will equip young people for a successful future. This is represented by the statement of purpose: “Our students, Our Success, Our Future”

This is embedded in our key planning documents in our five focus areas of;

1. Strengthening Foundations
2. Futures Oriented Teaching and Learning
3. Student Well-being and Engagement
4. Building Capacity
5. Resource Management

2012 Key projects include:

- Implementing the National curriculum with a focus on developing curriculum and pedagogy that meets the current and future needs of our students.
- Continued development of digital learning environments and innovative use of learning spaces, to ensure our College is preparing students for a digital world.
- Improving the teaching and learning of literacy and numeracy across the College embedded across all curriculum areas.
- Increase staff capacity to use data for differentiated learning.
- Establishing multiple pathways framework for gifted children.
- Refining our P-12 curriculum framework.
- Implementing action research to underpin a strategic feedback framework for staff and students.
Our school at a glance

School Profile

Coeducational

Year levels offered: P-12

Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Total Enrolment</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb 2011 – Nov 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1711</td>
<td>838</td>
<td>873</td>
<td>93%</td>
</tr>
</tbody>
</table>

Characteristics of the student body:

Stretton State College continues to experience high levels of interest in enrolment from beyond the catchment area and maintains a stable enrolment in accordance with the enrolment management plan, which precludes attracting any enrolments from outside our catchment area. We have students from a wide range of socio-economic and cultural backgrounds which provides a rich diversity to the composition of our school. There is evidence of a very high level of understanding of acceptance of diversity across all levels of the College. The school leadership team and staff promote and maintain an environment that is reflective of its high expectations that all students can learn successfully.

Class sizes – Proportion of school classes achieving class size targets in 2011

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prep – Year 3</td>
<td>24.2</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>24.4</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td>19</td>
</tr>
<tr>
<td>All Classes</td>
<td>22.5</td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>139</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>26</td>
</tr>
<tr>
<td>Exclusions</td>
<td>3</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>4</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- P-3 Curriculum engages with the programs: Prep Talker; Perceptual Motor Program; Under 8’s Day.
- A partnership has been established with Cert III agencies (Career Keys, Metropolitan TAFE) to provide work experience/support for trainee teacher aides. Part of their training was supporting students in Years 1 – 3.
- A single sex class in Year 5 (boys) to meet the specific social and curriculum needs of boys at this age.
- An academic excellence class (Lighthouse class) in Years 6, 7, 8 and 9 with a focus on digital learning. This did not occur in 2010.
- Year 7-9 students participate in a core curriculum where literacy and numeracy are strongly embedded.
- During Years 7 – 9 students are given the opportunity to study elective subjects.
- Year 10 is a transition year where students complete core subjects underpinning the senior curriculum with elective subjects designed to create a bridge to senior studies.
- Year 11 & 12 offers an extremely broad range of Authority, Authority Registered and Certificate courses to suit the distinctive needs of our students. We have expanded our offerings to include Certificate III courses. We continue our partnership with Griffith University which enables successful students to participate in university subjects to gain automatic entry into university courses.
- A partnership with QUT was developed working with Dr Judy Smeed to improve our OP and NAPLAN data and outcomes.
- A rigorous program of NAPLAN preparation was undertaken across the College working in collaboration with QUT.

Extra curricula activities

Students are encouraged to participate in extra curricula activities and also to take on leadership roles within the college:

- Instrumental Music Program – Senior and intermediate Concert Bands.
- College Choirs – Junior and Senior, Junior Boys.
- Range of sporting competitions with students being selected to represent their school at District, Regional and State levels.
- School fundraising to support charitable organisations.
- Student Representative Council (SRC) and Committees – Student Leaders, House Leaders and Class Representatives.
- Premier’s Reading Challenge & Wednesday Book Club.
- Chess Club.
- Arts Celebration Night “Intrinsync” showcasing performances and artworks of students from P-12.
- School camps in Years 5 & 6.
- Leadership camp in Year 11 to inspire and develop future potential leaders of the College.
- Active School Travel Program, in partnership with Brisbane City Council.
- After school Homework Program (ASH).
- Cheerleading team – coaching and engagement in competitions.
How Information and Communication Technologies are used to assist learning

Technology is used widely throughout Stretton State College. Students are actively using a range of advanced technological 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 the higher order thinking skills of students.

In 2011, the College had 533 computers (an increase of 44 computers from 2010) for student use in classrooms and computer laboratories, with a “1 computer to 3.2 students” ratio.

Students across the College are exposed to and use interactive whiteboards in their everyday experiences. All classrooms from Prep to Year 6 have had interactive whiteboards installed.

The teaching and learning in Middle/Senior School classrooms is enhanced also by the use of multimedia data projectors and such devices as video editing and movie making equipment.

The majority of teachers hold either an ICT Certificate or ICT Pedagogical Licence and our integrated planning documents contain a range of ICT resource links. Teachers utilise ICT resources available from sites such as the Learning Place to enhance student learning and students are encouraged to participate in ICT competitions.

Data from the 2011 School Opinion Survey indicates:

- 92% of staff are satisfied that ICTs are well maintained in our College. This has been above the State and Like Schools mean for the past 6 years.
- 86% of parents and guardians are satisfied with online access to school and curriculum information.

The College’s senior students in mathematics and science use graphics calculators and data logging equipment and software as an integral part of the curriculum.

Stretton State College began the implementation of a 1 to 1 laptop program for students in Years 9-12. Students now have access to a laptop 24/7 that is an integral part of the curriculum programs.

A professional development program for teachers to prepare the College curriculum and staff for implementation of the 1 to 1 laptop program integration has begun.

Robotics P-6 is integrated as part of the science and technology extra curricula extension program.

Multi-media, photography, Film and TV are curriculum offerings in Years 10-12, where students are engaged with creating promotional materials for the College as part of their learning.
Social climate

Stretton State College has a reputation as a safe, supportive and disciplined school as evidenced in the School Opinion Survey (SOS) data for 2011:

- Parent satisfaction that their child is happy to go to this school is well above State and Like school means.
- Parent satisfaction with the behaviour of students and student discipline was above State and Like school means.
- Parent satisfaction with the College grounds and buildings has been above the State mean for the last six years.
- Staff satisfaction with the respect between staff and students at this school is above State and Like school means.
- Students are generally satisfied with the behaviour of students, that they are happy to go to this school and that this is a good school.

The College focuses strongly on Values Education. The values of the College underpin the vision of the College and are embedded in all aspects of the Stretton culture. These values form the basis for the Responsible Behaviour Plan for Students and are incorporated in the school behavioural awards system. They are also evident in unit planning.

Other features which support a safe and caring environment are:

- Student Support Services Team comprising of Guidance Officers, Year Coordinators, School Based Youth Health Nurse, School Chaplain, STLan, ESL teachers and our Head of Special Education Services.
- Bullying minimisation strategies.
- Pastoral Care structure with Year Coordinators and care teachers on the Illaweena campus.
- Friends for Life Program.
- Implementation of SenseAbility program (7-10).
- Transition programs (6-7 & 7-8) and orientation days for primary aged students continuing their schooling at Stretton State College.

The College provides a range of opportunities for students to participate in:

- Concerts and lunch time talent quests.
- Sporting competitions for students including staff v's student games.
- Student representative council – included representatives from Year levels and student leaders that enabled students to have a voice within the school.
- Writer’s Club

Parent, student and teacher satisfaction with the school

Generally parents have been satisfied with the College’s performance over the past five years, with overall satisfaction in each performance area being above the State in 2011.

Student satisfaction that they are getting a good education at Stretton State College has been consistently high over the past five years, and they are particularly satisfied with the student outcomes.

Staff satisfaction with the work environment has been statistically better than the state and staff morale has been consistently high over the past six years. Overall, the staff are satisfied with the performance of the school.

<table>
<thead>
<tr>
<th>Performance measure</th>
<th>Result 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of parents/caregivers satisfied that their child is getting a good education at school</td>
<td>88%</td>
</tr>
<tr>
<td>Percentage of students satisfied that they are getting a good education at school</td>
<td>79%</td>
</tr>
<tr>
<td>Percentage of parents/caregivers satisfied with their child’s school</td>
<td>91%</td>
</tr>
<tr>
<td>Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives</td>
<td>57%</td>
</tr>
<tr>
<td>Percentage of staff members satisfied with morale in the school</td>
<td>80%</td>
</tr>
</tbody>
</table>
Parent involvement and development of positive relationships/partnerships are encouraged through the following strategies:

- Enrolment interviews for every student enrolling in the college.
- Parent Teacher Interview evenings scheduled once a semester.
- P&C Meetings.
- Committees e.g. Chaplaincy, Safe School Travel.
- Newsletters – published fortnightly, sent electronically and posted on school website.
- Subject selection & information evenings.
- Assemblies and school events e.g. Under 8s Day.
- Sporting competitions and performance evenings.
- Interviews in relation to individual student needs eg. academic progress, behaviour, social development.
- Congratulatory letters and postcards mailed home.
- Tour and Talk run on each campus.
- Development of EAPs (Educational Adjustment Plans) for Students with Disabilities.
- Encouraging two way communication through school diary, virtual classrooms, phone and email contact.
- Books for Babies
- Volunteers assisting in library, classrooms, canteens and other areas of College life.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

In 2011 saw the BER funded Sports Hall open in February and a major new teaching block incorporating 10 classrooms and an additional staffroom housing 30 staff came on line in May. The construction of these buildings continued to contribute to an increased need for electricity.

Water use decreased due to the increase in rainfall leading to a reduced need to irrigate ovals and gardens. During the early construction phase of the buildings mentioned above there was significant water use. In addition, the water pipes were struck several times during construction resulting in significant water loss.

### Environmental footprint indicators, 2010-2011

<table>
<thead>
<tr>
<th>Year</th>
<th>Electricity (KWh)</th>
<th>Water (KL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>759,168</td>
<td>9,722</td>
</tr>
<tr>
<td>2010</td>
<td>628,436</td>
<td>21,279</td>
</tr>
<tr>
<td>% change 10 - 11</td>
<td>+20.8</td>
<td>-54.3</td>
</tr>
</tbody>
</table>
## Our staff profile

### Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>126</td>
<td>59</td>
<td>&lt;5</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>118</td>
<td>42</td>
<td>&lt;5</td>
</tr>
</tbody>
</table>

### Highest level of attainment

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>1</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>116</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2011 was $119,546.

The major professional development initiatives are as follows:

- Leadership Development
- Literacy & Numeracy
- QSA senior curriculum
- National Curriculum preparation
- Action research projects focused on pedagogy for student outcomes
Our staff profile

- First Steps in Maths
- ICT's – Certificate & Pedagogical Licence
- Thinking Skills
- Code of Conduct
- Student Protection
- Cyber bullying & Cyber safety
- One School training program
- WPH&S procedural training
- Special Needs and Learning Support awareness

The involvement of the teaching staff in professional development activities during 2011 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 95% in 2011.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 94% of staff were retained by the school for the entire 2011 school year.

School income broken down by funding source

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

Where it says ‘Search by school name’, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being given access to the school’s My School entry web page.

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance - 2011

The overall attendance rate for the students at this school (shown as a percentage) in 2011 was 93%.
The overall attendance rate for all Queensland state Primary-Secondary Combined schools over the same period was 89%.

Student attendance rate for each year level

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
<td>91%</td>
<td>93%</td>
<td>92%</td>
<td>92%</td>
<td>88%</td>
<td>89%</td>
<td></td>
</tr>
</tbody>
</table>

Student Attendance Distribution

The proportions of students by attendance range.

![Bar chart showing attendance distribution]

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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 database “ID Attend”.

To maximise attendance rates, when absenteeism occurs, teachers and College leaders contact parents/carers to advise about non-attendance. 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 Student Support Committees, College Guidance Officers and relevant external agencies.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the My School website with the following 'Find a school' text box.
Where it says ‘Search by school name’, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.
Performance of our students

Achievement – Closing the Gap

At Stretton State College, there is a very small population of Indigenous students enrolled across P-12 (less than 0.5% of the College's population). Therefore the data is not a truly valid comparison between Indigenous and Non-Indigenous students. Our Indigenous students are performing at or above Non-Indigenous students in attainment, attendance and retention.

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort. 83%

Outcomes for our Year 12 cohort of 2011

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students receiving a Senior Statement.</td>
<td>98</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate Individual Achievement.</td>
<td>0</td>
</tr>
<tr>
<td>Number of students receiving an Overall Position (OP).</td>
<td>51</td>
</tr>
<tr>
<td>Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.</td>
<td>9</td>
</tr>
<tr>
<td>Number of students awarded one or more Vocational Educational Training qualifications.</td>
<td>56</td>
</tr>
<tr>
<td>Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.</td>
<td>48</td>
</tr>
<tr>
<td>Number of students awarded a Queensland Certificate of Education at the end of Year 12.</td>
<td>87</td>
</tr>
<tr>
<td>Number of students awarded an International Baccalaureate Diploma (IBD).</td>
<td>0</td>
</tr>
<tr>
<td>Percentage of OP/IBD eligible students with OP 1-15 or an IBD.</td>
<td>57%</td>
</tr>
<tr>
<td>Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.</td>
<td>97%</td>
</tr>
<tr>
<td>Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.</td>
<td>85%</td>
</tr>
</tbody>
</table>

Overall Position Bands (OP)

<table>
<thead>
<tr>
<th>Band</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>OP 1-5</td>
<td>4</td>
</tr>
<tr>
<td>OP 6-10</td>
<td>7</td>
</tr>
<tr>
<td>OP 11-15</td>
<td>18</td>
</tr>
<tr>
<td>OP 16-20</td>
<td>20</td>
</tr>
<tr>
<td>OP 21-25</td>
<td>2</td>
</tr>
</tbody>
</table>

Vocational Educational Training qualification (VET)

<table>
<thead>
<tr>
<th>Certificate Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate I</td>
<td>30</td>
</tr>
<tr>
<td>Certificate II</td>
<td>46</td>
</tr>
<tr>
<td>Certificate III or above</td>
<td>7</td>
</tr>
</tbody>
</table>

Types of Certificate 1 Courses studied by our students;
Work Education, Business, Engineering, Construction
Performance of our students

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2011 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12.

In 2011, the number of early leavers from Stretton State College was small.

At our College, students had left to:

- Attend another educational facility (TAFE) - 1
- Engage in full time work - 3

It is a priority at Stretton State College to educate our students and parents about post compulsory student options of “Earning or Learning” though a number of mediums. If a student is leaving early, we ask for parental confirmation of the option students are choosing.