



Stretton State College

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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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. The College has exceeded all expectations regarding enrolment growth due to the high reputation for excellence within our community. 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, Digital Pedagogy, and individualized programs for the enrichment of all students. Our Lighthouse Academic Excellence Program continues to be one of our signature programs from Year 4 to Year 10. 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 Foreword

Welcome to Stretton State College, a Prep to Year 12 College which prides itself on a strong history of academic, sporting, cultural and community excellence. Through innovation and collaboration, the College aims to provide each student with a pathway for personal success and achievement that continues in their life beyond school.

We provide a warm and supportive environment where all children can grow with confidence. Pastoral Care is woven into the very fabric of our College, and we encourage parents to become partners in their child's learning journey. We are a proud college community where students have a strong sense of belonging and connectedness, feel safe, valued and are happy learners. The data speaks for itself – our students tell us that they love their school and their teachers, and they show us that they work hard and strive to do their best.

Our school is committed to leading edge teaching and learning; committed and highly individualized student support; high-quality leadership; collaborative practice; value-adding community, business, industry and tertiary partnerships; and an exceptionally supportive culture and climate where all students can achieve their personal best.

Our SPIRIT values clearly describe what we are, what we stand for and how we engage in positive learning. Sincerity: The spirit of honesty and working as a Team; Perseverance: the spirit of self-determination and never giving up. Inclusivity: The spirit of including all others and accepting and valuing difference and diversity; Respect and Responsibility: The spirit of owning our actions and being personally admirable in our behaviours; Integrity: The spirit of being truthful, reliable dependable and loyal in all interactions; Thoughtful: The spirit of thinking of others and putting them before self.

The school offers many Excellence programs that provide all students with the opportunity to perform to the best of their ability and develop their individual talents in the academic, cultural, social and sporting arenas.

The school prides itself on having high expectations in terms of achievement behaviour and appearance. These standards are set high at Stretton State College and it is important to us that all families enrolling in the College are aware of the high standards required by being a Stretton student.

Introduction

School Progress towards its goals in 2017

The 2017 Annual Implementation Plan detailed our school's strategic vision for the year. Our focus was to strengthen and intensify our commitment to the quality teaching and learning process through the refinement of pedagogy and the enhancement of curriculum development and delivery, to maximise student engagement and achievement.

Key priorities from the School Plan were:

- Continuous improvement of the P12 learning environment through Instructional Rounds, Teacher Feedback and Data conversations
- Continued analysis of College data to inform improvement strategies.
- Staff engaging in purposeful, professional learning
- Broadening horizons through continued expansion of co-curricula programs
- Connecting community by promoting a strong sense of community and belonging within a diverse environment
- Empowering Global Citizenship by promoting a culture of resilience, resourcefulness, emotional and social wellbeing.

Stretton College made significant gains in each of these areas to now have a sequential learning program from Prep-12, continued rigorous implementation of the Australian curriculum with strong improvements in Reading, Literacy, Numeracy, Writing and Science. Our NAPLAN results were significantly above national average. We continued to roll out a very rigorous BYOD program across the College. Our ASOT pedagogical model has been consistently embedded P12 and all teachers have incorporated ASOT principles into their classroom pedagogy. The College has also worked towards the continued professional development of our instructional leaders to support the rigorous teaching and learning that occurs here in the college.

Future Outlook

The 2017 AIP highlights our strategic direction for the next 12 months. We are currently focused on providing outstanding education to a large number of students P12. Our core emphasis is based around the revolution in digital learning and pedagogy, leading edge teaching, providing greater leadership opportunities for students, mentoring beginning teachers to ensure a healthy, viable workforce and creating a greater sense of connectedness and belonging for all students.

The key highlights are:

- Fully implement the Stretton Essentials of our Pedagogical Framework based on the ASOT model P12
- Continued implementation and refinement of Literacy and Numeracy improvement strategies
- Further consolidation of extension programs for high achieving academic students
- Further consolidation and development of high quality instructional leadership focused on improved classroom pedagogy
- Development of staff capabilities in Digital Technologies and pedagogy in line with BYOD P12
- Development of a Thinking Skills Framework embedded P12
- Extension of student leadership opportunities

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	2126	1028	1098	21	97%
2016	2288	1099	1189	18	97%
2017	2459	1193	1266	16	97%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

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 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.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	25	25	24
Year 4 – Year 6	27	26	26
Year 7 – Year 10	24	24	24
Year 11 – Year 12	18	19	19

Curriculum Delivery

Our Approach to Curriculum Delivery

- A thorough Early Years/Pre-Prep 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 4 – 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 a 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.
- A wide variety of co-curricular activities are available for students and all students are encouraged to participate in these activities. These activities include, but are not limited to:
 - Clubs (lunchtime and after school)
 - Performing Arts programs (Musicals, Plays, Eisteddfods)
 - Instrumental Music Program (Strings, Woodwind, Brass, Percussion)
 - Sporting programs
 - Chess
 - Community Service programs
 - World Scholars' Cup, Debating competitions, ICAS
 - After school hours programs (Primary campus)

Delivered on site at Stretton

- CIII Early Childhood - School Based Employment Services
- CIII Business- TAFE
- CI Construction - BlueDog
- C II in Engineering (Pathways) - BlueDog
- CIII Design Fundamentals - TAFE
- CIII Fitness - Binnacle
- CII in Hospitality – Blueprint
- CI in Hospitality - SSC
- CI Manufacturing Pathways - SSC
- CII Active Volunteering – SAVVI

Delivered externally through TAFE

- Cert III Beauty Services
- Cert II Rural Ops/Animal Studies
- Cert III Beauty Services
- Cert III Events
- Cert III Business Admin
- Cert III Children's services
- Cert III Media
- Cert II Retail Makeup and Skincare
- Cert III Health Services Assistant
- Certificate III in Media
- Cert III Music (Performance)
- Cert II in Automotive Vocational Preparation (Heavy Vehicles)

How Information and Communication Technologies are used to Assist Learning

Our major focus in 2017 was delivering the platform for the delivery of BYOD in Years 3-12 which began in 2016 with trial classes in Years 3 – 5. Technology is used widely throughout 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 The 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 graphic 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 and 5 students have an opportunity to work in a 1:1 iPad class environment.

2017 saw an uptake in the number of students bringing their own devices to school as part of the BYOD program. Students in the High School were encouraged to buy a laptop from Year 7, whereas students in the Junior School were encouraged to purchase iPads or optional laptop devices.

Students in the scheme now have access to a laptop that is an integral part of the curriculum programs.

An ongoing in-house professional development program is an 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 2017:

- 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 92% of students agree they are getting a good education at our school.
- More than 97% of staff enjoy working at this school believe that this is a good school where they are safe.
- 99% of staff believe that this school is a safe place in which to work.
- 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 Awards on the primary campus and student achievement is celebrated on school assemblies.

Other features which support a safe and supportive environment are:

- Student Wellbeing team consisting of 2 x Guidance Officers, Year Co-ordinators, Wellbeing Co-ordinator, School Based Youth Health Nurse, School Chaplain, ESL teachers and a Head of Special Education Services.
- Bullying minimisation strategies.
- Pastoral care structure with Care Teachers on the senior campus.
- Student wellbeing programs based on MindMatters/Senseability Program (Year 7 – 10).
- 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 co-curricula activities.
- Strong student leadership climate – with leaders across both campuses.

Parent, Student and Staff Satisfaction

Our College has a reputation as a good school that 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 2017 SOS.

Parent Opinion Survey

Performance measure			
Percentage of parents/caregivers# who agree that:	2015	2016	2017
their child is getting a good education at school (S2016)	95%	97%	94%
this is a good school (S2035)	95%	97%	94%
their child likes being at this school* (S2001)	97%	97%	92%
their child feels safe at this school* (S2002)	96%	97%	96%
their child's learning needs are being met at this school* (S2003)	90%	95%	91%
their child is making good progress at this school* (S2004)	93%	94%	92%
teachers at this school expect their child to do his or her best* (S2005)	97%	97%	93%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	91%	90%
teachers at this school motivate their child to learn* (S2007)	95%	94%	86%
teachers at this school treat students fairly* (S2008)	87%	89%	87%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	90%
this school works with them to support their child's learning* (S2010)	92%	95%	89%
this school takes parents' opinions seriously* (S2011)	85%	88%	85%

Performance measure			
Percentage of parents/caregivers# who agree that:	2015	2016	2017
student behaviour is well managed at this school* (S2012)	85%	86%	86%
this school looks for ways to improve* (S2013)	94%	94%	93%
this school is well maintained* (S2014)	97%	94%	93%

Student opinion survey

Performance measure			
Percentage of students# who agree that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	95%	92%
they like being at their school* (S2036)	93%	93%	89%
they feel safe at their school* (S2037)	94%	93%	91%
their teachers motivate them to learn* (S2038)	95%	94%	92%
their teachers expect them to do their best* (S2039)	99%	96%	95%
their teachers provide them with useful feedback about their school work* (S2040)	93%	89%	89%
teachers treat students fairly at their school* (S2041)	77%	83%	81%
they can talk to their teachers about their concerns* (S2042)	83%	85%	81%
their school takes students' opinions seriously* (S2043)	80%	80%	77%
student behaviour is well managed at their school* (S2044)	79%	80%	71%
their school looks for ways to improve* (S2045)	94%	94%	89%
their school is well maintained* (S2046)	89%	92%	86%
their school gives them opportunities to do interesting things* (S2047)	89%	95%	91%

Staff opinion survey

Performance measure			
Percentage of school staff# who agree that:	2015	2016	2017
they enjoy working at their school (S2069)	97%	95%	97%
they feel that their school is a safe place in which to work (S2070)	98%	97%	99%
they receive useful feedback about their work at their school (S2071)	88%	86%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	83%	85%
students are encouraged to do their best at their school (S2072)	97%	97%	97%
students are treated fairly at their school (S2073)	98%	96%	96%
student behaviour is well managed at their school (S2074)	82%	90%	91%
staff are well supported at their school (S2075)	84%	85%	86%
their school takes staff opinions seriously (S2076)	83%	87%	83%
their school looks for ways to improve (S2077)	96%	95%	96%
their school is well maintained (S2078)	95%	97%	95%
their school gives them opportunities to do interesting things (S2079)	94%	89%	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 every Term
- 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
- Individual Curriculum Plans are developed across the College in relation to meeting the diverse needs of all students.

These plans are developed together with school leaders, students, teachers and parents.

Respectful relationships programs

The College has developed and implemented a number of programs that focus on appropriate, respectful and healthy relationships. The Stretton SPIRIT values underpin the daily communication about respectful relationships across both campuses. Teachers are encouraged to embed aspects of the respectful relationships programs within their classroom. Our wellbeing and pastoral care programs focus on development of the whole student and an understanding of important issues regarding respectful relationships, eg. Gender based violence, anti-bullying, personal safety, domestic violence, cyber-smart approaches. Our Student Council adopts themes for Assemblies based on respectful relationships for presentations on Assemblies.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	109	183	158
Long Suspensions – 11 to 20 days	4	6	25
Exclusions	1	8	6
Cancellations of Enrolment	6	3	0

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. As we continue to air condition more classrooms, this has also seen an increased demand for electricity. Increased student enrolments is one factor contributing to increased water consumption.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	913,570	8,457
2015-2016	872,965	7,487
2016-2017	924,518	13,060

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

Sector:
 Government
 Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	179	89	<5
Full-time Equivalent	167	63	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Masters	13
Graduate Diploma etc.**	38
Bachelor degree	114
Diploma	1
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 2017 were **\$93,450.24**.

The major professional development initiatives are as follows:

- Mentoring Beginning Teachers
- Coaching teachers
- Student wellbeing
- Curriculum related – Literacy/Numeracy/Science/STEM/ASOT
- Leadership; and Management
- Instructional Rounds/Data Cycle
- Pre-Prep/Prep Oracy programmes

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	84%

*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 2017 for all Queensland P-10/P-12 schools was 90%.

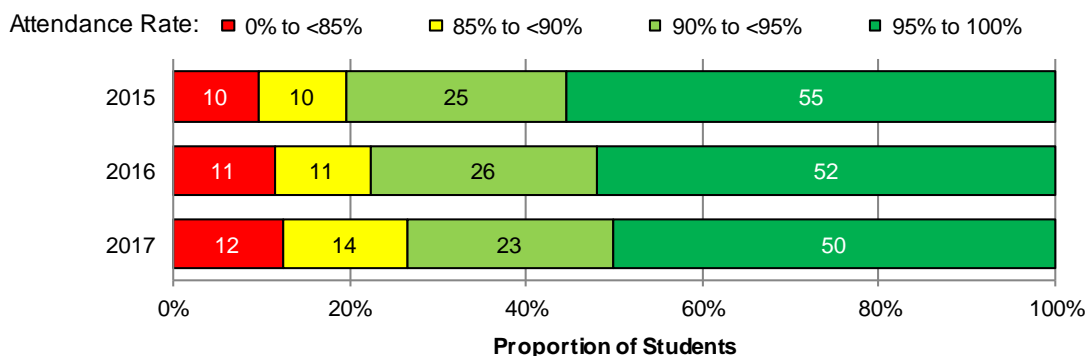
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	95%	94%	95%	95%	93%	94%	95%	95%	93%	92%	92%	92%
2016	94%	94%	95%	94%	94%	95%	93%	93%	93%	93%	92%	92%	91%
2017	94%	93%	94%	94%	94%	93%	94%	93%	91%	91%	91%	92%	92%

*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 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.

Students enrolled at Stretton College who are absent for any reason, should provide notification of absence via email, voice message to the College phone, or letter to the school. Any absence which is unexplained will result in an email being issued to the parent or carer on the morning of the unexplained absence. 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**.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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 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	2015	2016	2017
Number of students receiving a Senior Statement	144	148	158
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	3
Number of students receiving an Overall Position (OP)	67	67	69
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).	7	9	3
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	94	99	135
Number of students awarded an Australian Qualification Framework Certificate II or above.	89	92	129
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	143	147	155
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

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	67%	69%	74%
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%	100%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	93%	97%	99%

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
2015	4	18	23	20	2
2016	9	20	17	21	0
2017	8	22	21	18	0

As at 14th February 2018. 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
2015	29	75	53
2016	38	63	58
2017	43	119	70

As at 14th February 2018. The above values exclude VISA students.

The following VET qualifications were completed by students in 2017:

Delivered on site at Stretton

- CIII Early Childhood - School Based Employment Services
- CIII Business- TAFE
- CI Construction - Bluedog
- C II in Engineering (Pathways) - Bluedog
- CIII Design Fundamentals - TAFE
- CIII Fitness - Binnacle
- CII in Hospitality – Blueprint
- CI in Hospitality - SSC
- CI Manufacturing Pathways - SSC
- CII Active Volunteering – SAVVI

TAFE – students who go out one day per week

- Cert III Beauty Services
- Cert II Rural Ops/Animal Studies
- Cert III Events
- Cert III Business Admin
- Cert III Children's services
- Cert III Media
- Cert II Retail Makeup & Skincare
- Cert III Health Services Assistant
- Certificate III in Media
- Cert II in Automotive Vocational Preparation (Heavy Vehicles)
- Cert III Music (Performance)

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	94%	103%	92%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	50%	0%

* 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%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

Early leavers information

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

We encourage all students to follow individual and diverse pathways, with a particular focus on successful 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 other 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 of work, study or learning.

Conclusion

Stretton State College continues to experience tremendous demand for enrolment places due to the excellence of the quality programs offered here at the College and the safe and supportive environment that nurtures and supports the development of the entire child. As a community of learners, we recognize that the world our students will inherit will look very different from that of the past or even that of the present. We look forward to further refining our achievements as we prepare our Stretton learners for that future world.