



ANNUAL REPORT 2018

(Based on 2017 data)



ISLAMIC COLLEGE
OF BRISBANE

Islamic College of Brisbane Annual Report 2018 (Based on 2017 data)

Descriptive Information

School Sector:

Independent

School's Address:

45 Acacia Road, Karawatha QLD 4117

Total Enrolments:

1109

Year Levels Offered:

P-12

Co-educational or Single Sex:

Co-educational

Characteristics of the Student Body:

The students come from a wide range of backgrounds. Almost all of the children are from lower socio-economic and non-English speaking backgrounds but most have been born in Australia. There are 605 girls and 504 boys in the college.

Distinctive Curriculum Offerings:

The College follows the P-10 Australian Curriculum in Queensland with most students continuing on to Years 11 and 12 studying a majority of Qld. Curriculum and Assessment Authority subjects. This pathway allows study to qualify for a Tertiary Entrance credential (OP). An increasing number of students are now pursuing alternative pathways.

From 2018, the college is now focusing on diverse learning needs rather than just focusing on ESL.

Extra-curricular Activities:

Primary Quran Competition

Primary Hajj Simulation

P – Year 6 Class Science Investigation day

Primary Arabic Spelling Bee Competition

Primary Under 8's day

Primary 2017 Spellathon

Primary Literacy/Numeracy Week

Primary Water/Environment Week

Primary FunRun

Hifz (Quran memorization) started from 2018

Primary and Secondary South East Qld Futsal Titles

Primary & Secondary Swimming Carnival

Primary District Basketball

Bacher Houli Cup

Secondary Cross Country

Social Climate:

The College has 55 Muslim and 61 Non-Muslim staff

While the vast majority of students in the college are Muslims the staff are more evenly divided because a policy of the ICB Board is to ensure that only the best available staff are employed.

A part time counseling department was being established at Islamic College of Brisbane in 2013. This service offers classroom guidance, group activities and individual counseling sessions with students who need the support.

In 2015 the service was elevated to a full time Guidance Counsellor providing both counselling and careers services.

The College now also has a full time nurse and well- being coordinators for primary and secondary schools.

The college now also has Head of Welfare under which falls Guidance Counselor, nurse, well-being, Work Place Health and Safety and Outside School Hours Care facilities.

For wellbeing of students, Learning Curve resources are now used in all grades together with a number of anti-bullying and wellness program during the year.

College Imams are also closely working with welfare team to look after our students.

Parental Involvement:

We believe children's learning and their overall education is enhanced by the partnership between the school community - with children, parents and teachers working together and sharing in all aspects of school life.

Parents/carers play an important role in our school and are a vital part of our school community. We welcome Parents/carers and acknowledge their support and contributions helping at sports days, school fete, under 8's day activities, supporting the teacher in the classroom by listening to reading, helping in the Library, supporting special occasions by going on excursions and camp.

The College P&F Association is called CPAC (College Parent Advisory Committee). Specifically, the CPAC's objectives are to:

- Promote fellowship among the parents of students of the College;
- Raise funds for amenities and facilities for the students and teachers of the College
- Assisting the Principal in College operational matters.
- Promote interest in the educational activities of the College;
- Volunteering in sporting events and in the uniform shop; and
- CPAC is now a member of school board
- CPAC and college community were all invited to contribute to 2018-2022 Strategic Plans

Parent, Teacher and Student Satisfaction with the School

Satisfaction Data:

PARENT OPINION SURVEY RESULTS

Survey Dates: 03 October 2017 to 19 October 2017

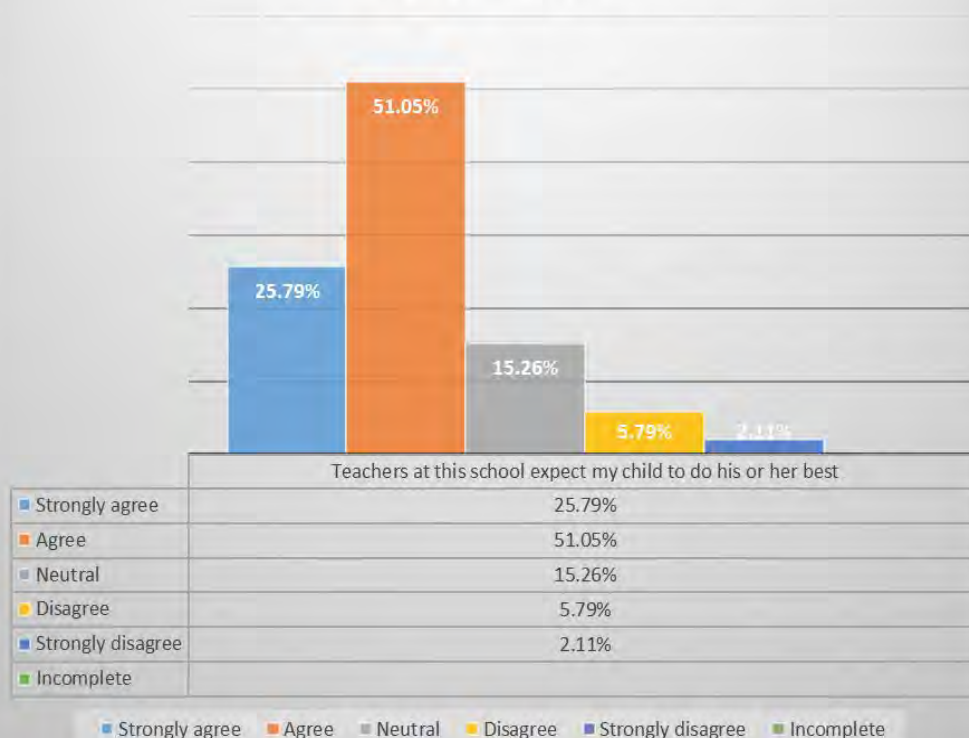
Number of email invitation sent to the parents: 568

Number of response received: 194

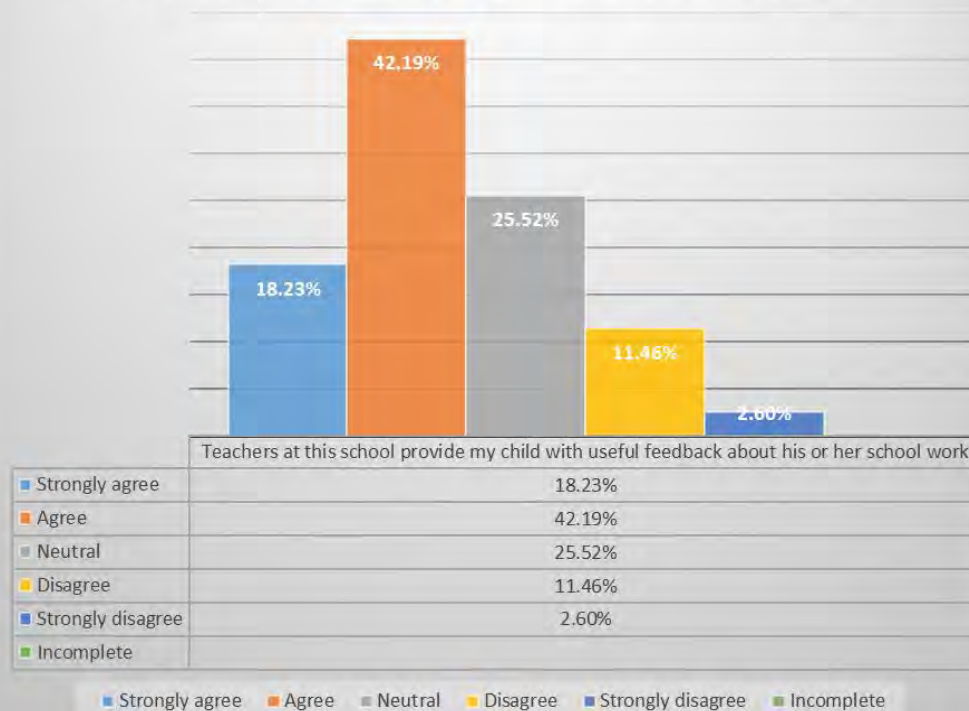
Number of completed survey: 194

Response rate: 34.2%

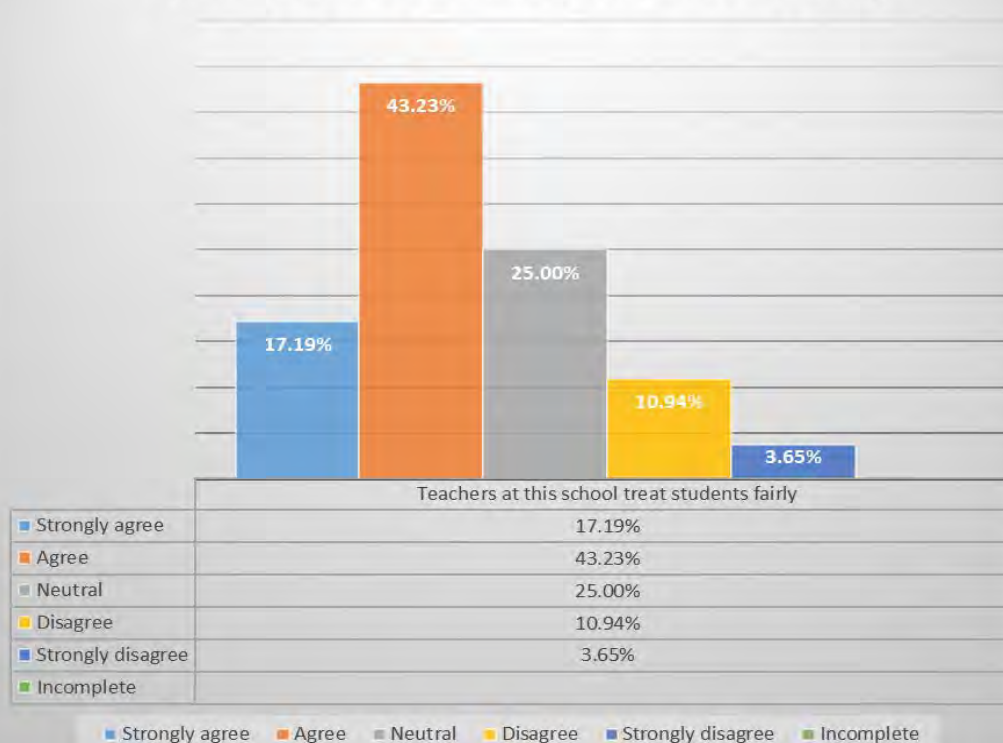
Teachers at this school expect my child to do his or her best



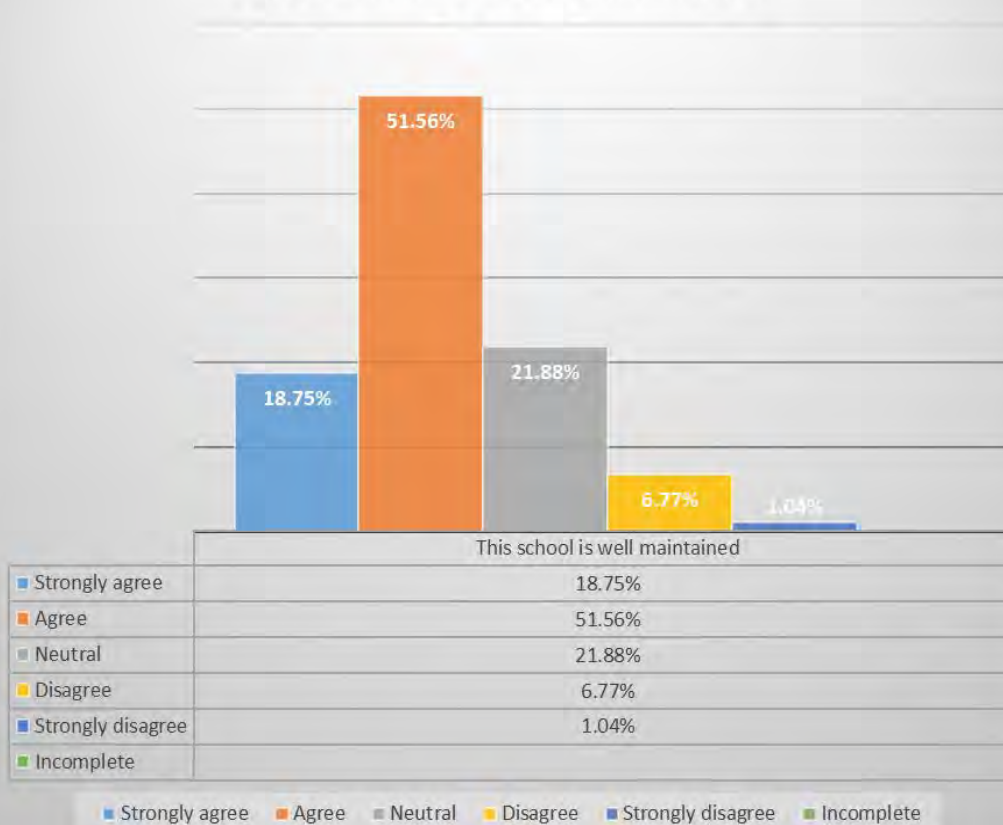
Teachers at this school provide my child with useful feedback about his or her school work



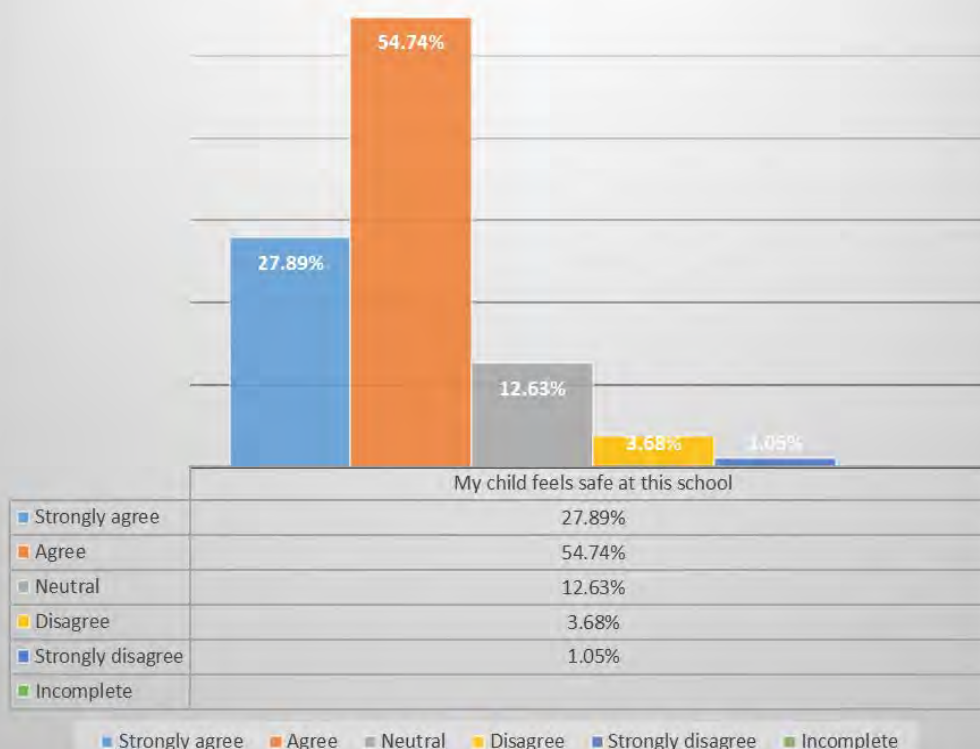
Teachers at this school treat students fairly



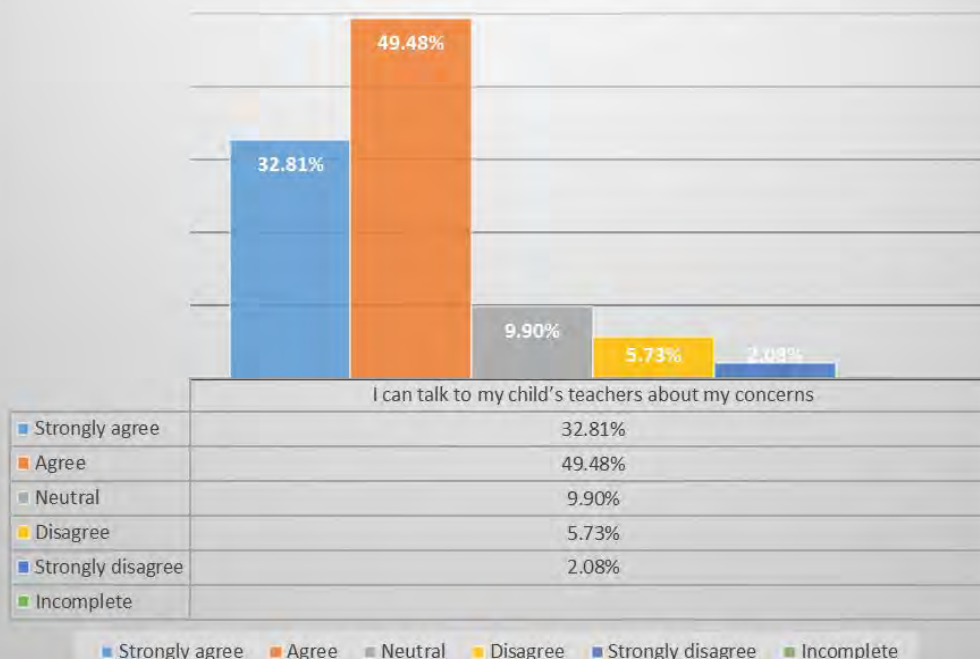
This school is well maintained



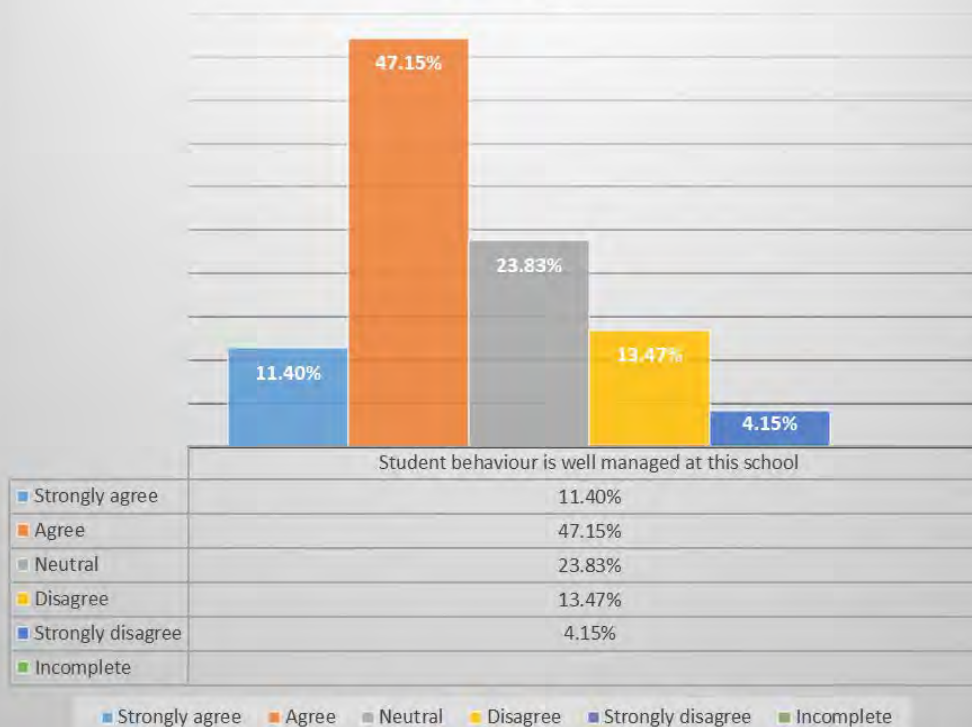
My child feels safe at this school



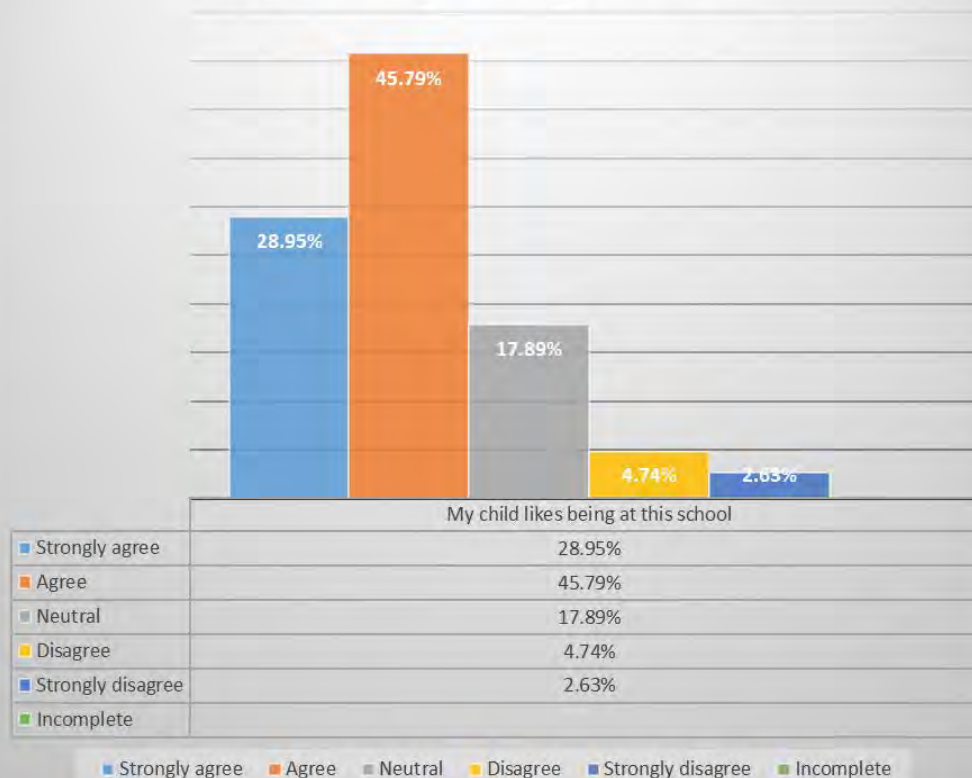
I can talk to my child's teachers about my concerns



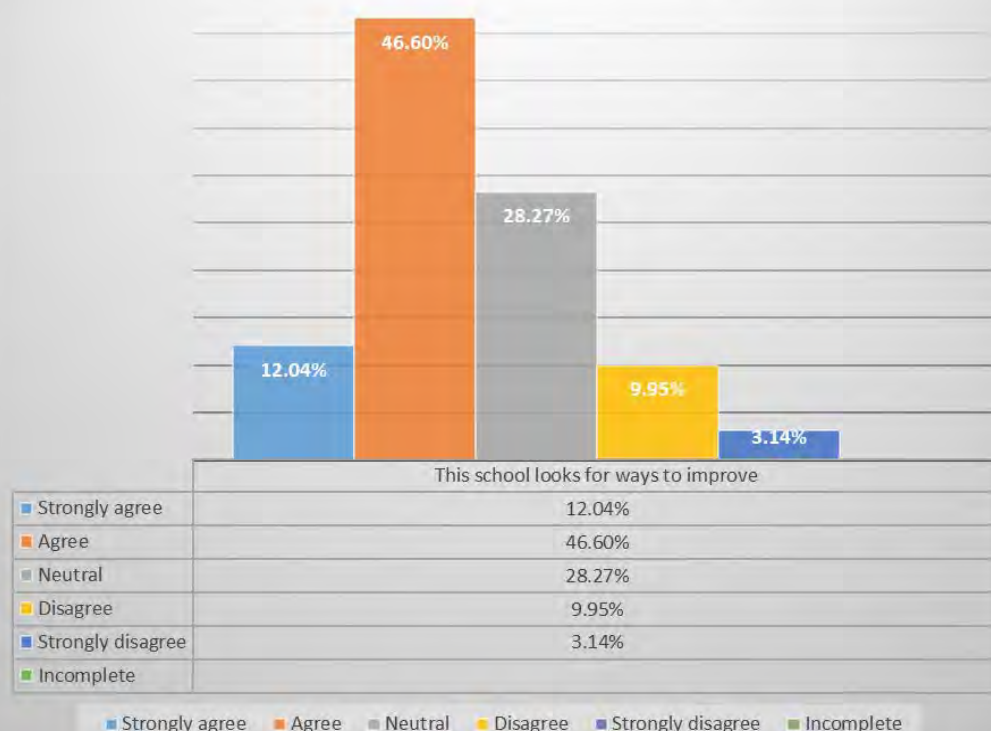
Student behaviour is well managed at this school



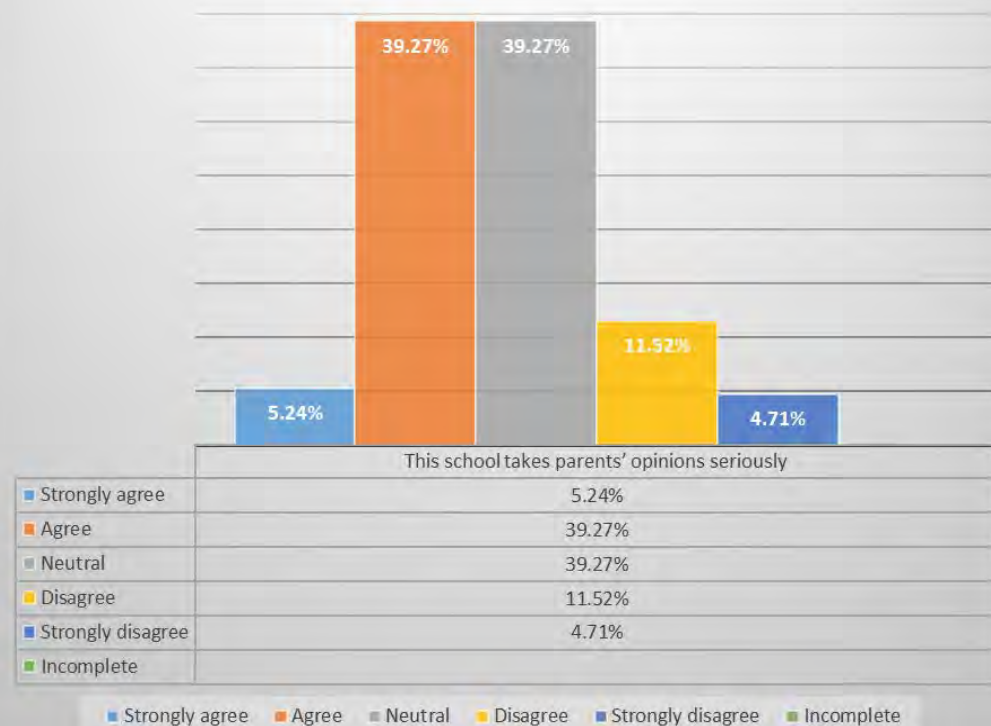
My child likes being at this school



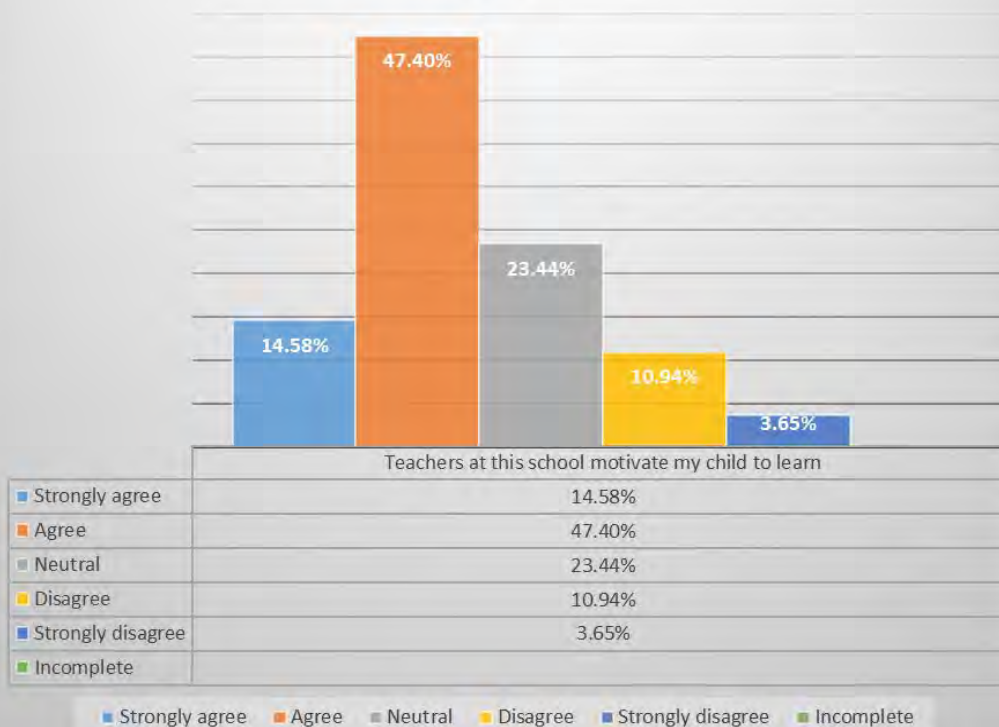
This school looks for ways to improve



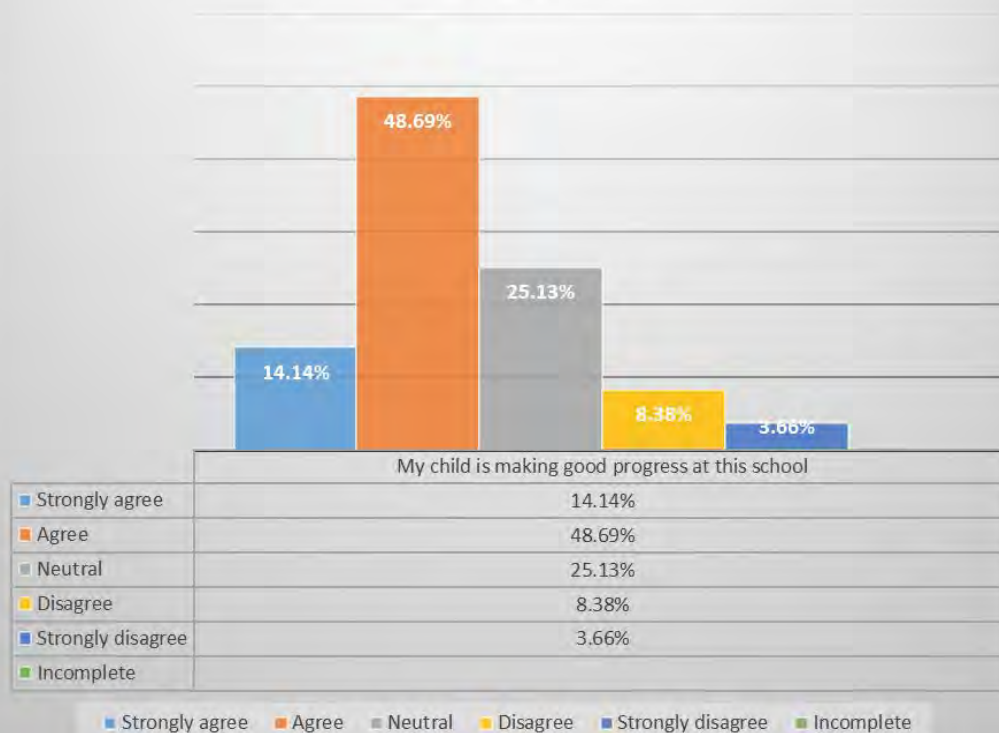
This school takes parents' opinions seriously



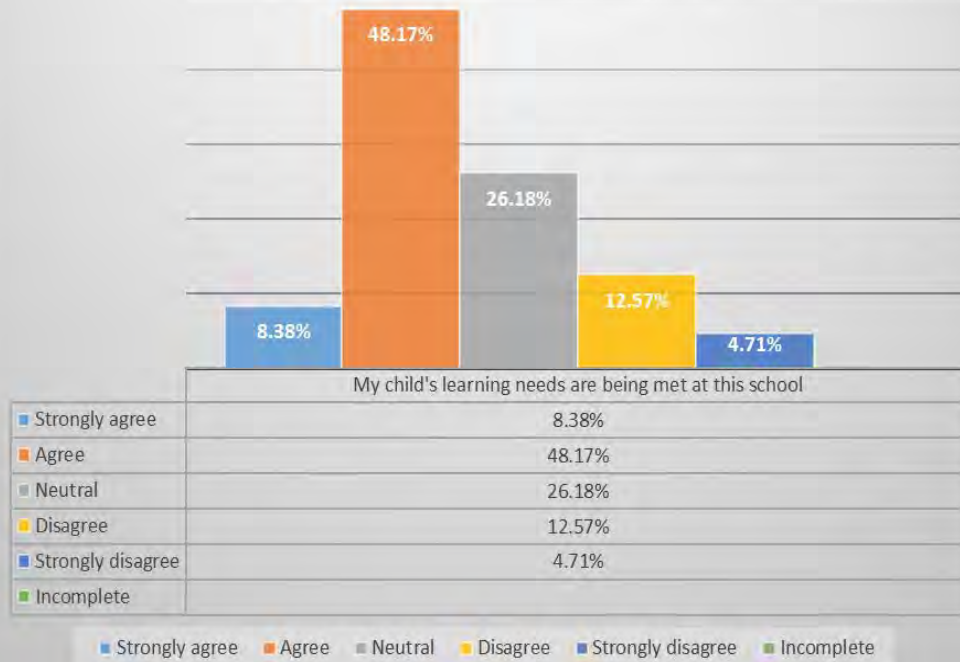
Teachers at this school motivate my child to learn

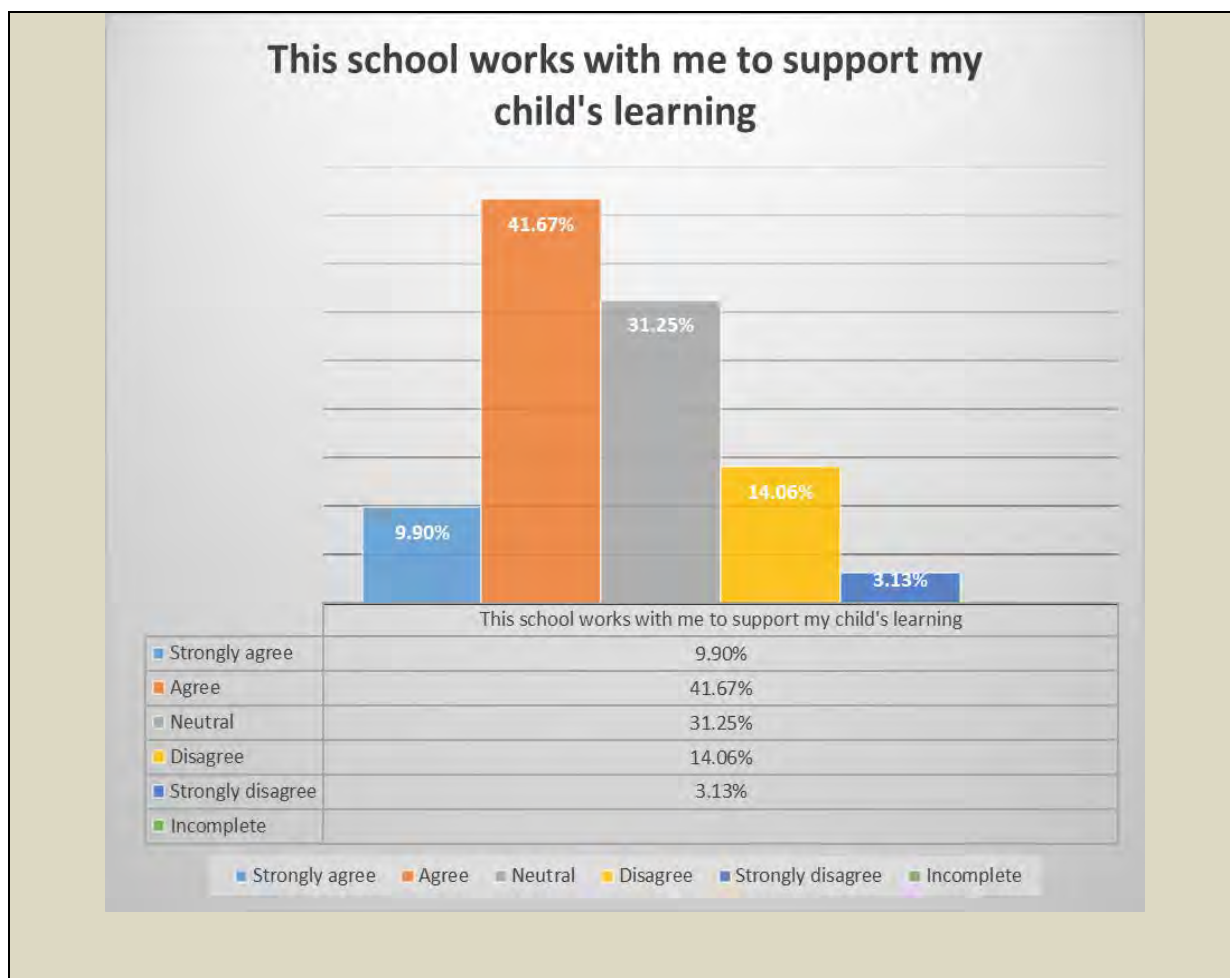


My child is making good progress at this school



My child's learning needs are being met at this school





Contact Person for Further Information:

The title of a school-based contact person for further information on the school and its policies.

Title: Dr Ray Barrett OAM, Principal

Next Step 2018 Post-School Destinations

Islamic College of Brisbane

This is a summary of the post-school destinations of students from Islamic College of Brisbane who completed Year 12 and gained a Senior Statement in 2017. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2018.



60.0% response rate

24 out of 40 Year 12 completers from this school responded to the 2018 survey.
Results may not be representative of all Year 12 completers at this school.

Post-school destinations



In 2018, 91.7% of Year 12 completers from Islamic College of Brisbane were engaged in education, training or employment in the year after they completed school.



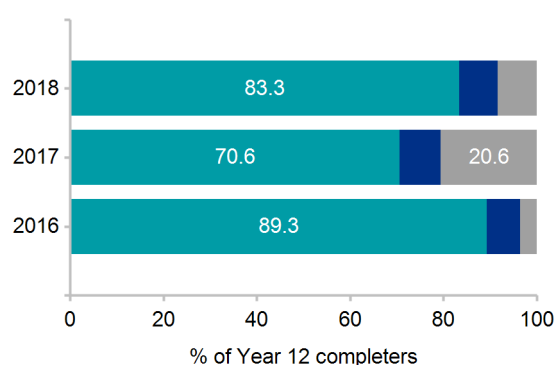
Of the 24 respondents, 83.3% continued in some recognised form of education and training. The most common study destination was bachelor degree.



A further 8.3% transitioned directly into paid employment and no further study.

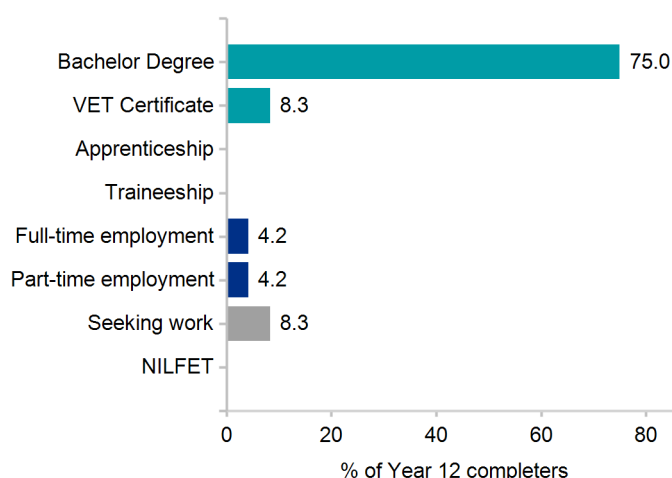
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ In education or training
■ In employment
■ Not in education, training or employment

Main Destination in 2018



**Queensland
Government**

2018 Year 12 completers survey

Islamic College of Brisbane

Introduction

This report is to inform the school community about Year 12 completers' transitions into further education, training and employment.

This information is useful for:

- reviewing programs and services, such as subject offerings, career advice and links with employers and tertiary institutions
- reporting to parents through newsletters, annual reports and the school website.

The results are from the Department of Education's *Next Step — Year 12 Completers* survey. The survey is conducted six months after the end of each school year when students will have accepted tertiary education places. Students who completed Year 12 in 2017 at a State, Catholic or Independent school, or TAFE secondary college in Queensland are included.

Post-school destinations are influenced by the transitioning environment, which can limit the options available to young people. Low response rates may not give an accurate summary of the school cohort's destinations.



Find out more

For more information on the survey, including regional and statewide reports, visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from October 2018.

Survey response rate



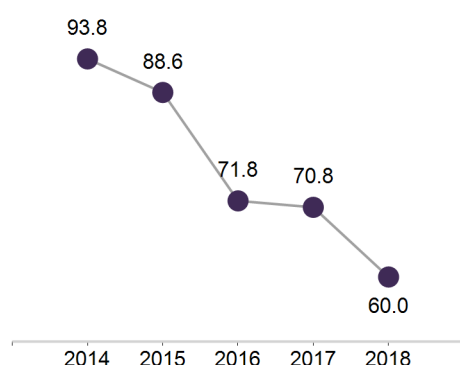
60.0% (24 out of 40 Year 12 completers)



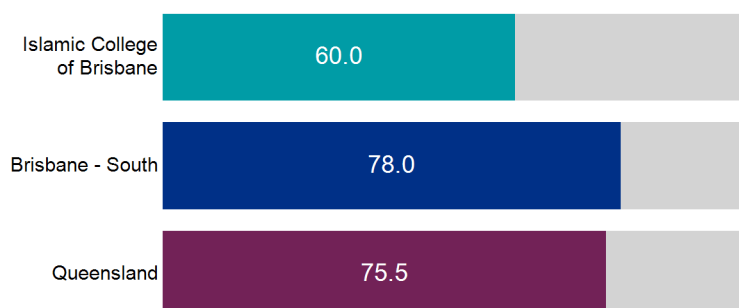
Decreased by 33.8 percentage points since 2014.

Results may not be representative of all Year 12 completers at this school.

Response rate over time



School's response rate compared with region and state

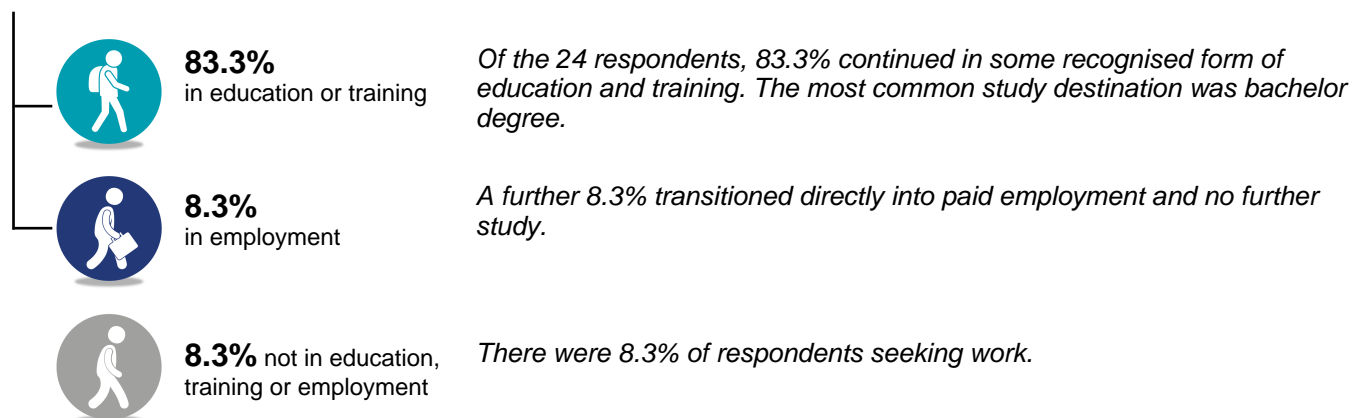


Post-school engagement

Year 12 completers from Islamic College of Brisbane have been categorised by their engagement in education and training, or employment. Survey respondents who are both working and studying are included in education and training. Apprentices and trainees are required to undertake a study component to their qualification so are also considered to be in education and training.

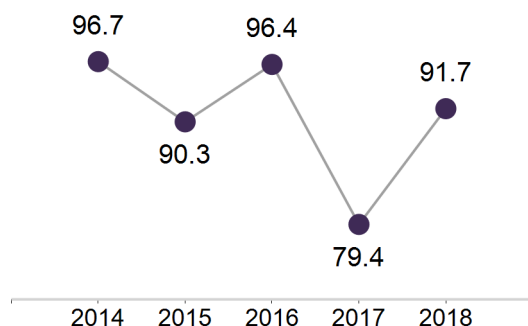
Engagement in education, training or employment

91.7% engaged in education, training or employment



Engagement in education, training or employment over time

Decreased by 5.0 percentage points since 2014



How does your school compare?



Main Destination

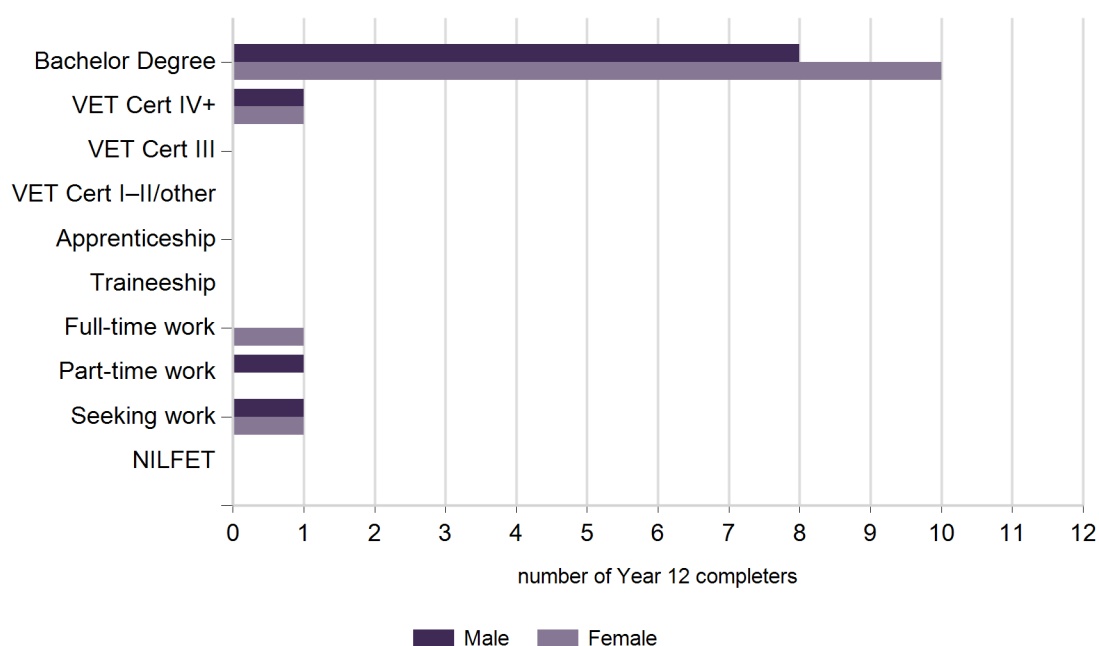
Post-school destinations of survey respondents from Islamic College of Brisbane in 2018.

All Year 12 completers were assigned to a main destination. This categorisation system prioritises education-related destinations over other destinations. For example Year 12 completers who were both studying and working are reported as studying for their main destination.

12.5% of respondents deferred a tertiary offer and are reported in their current post-school destination in this report.

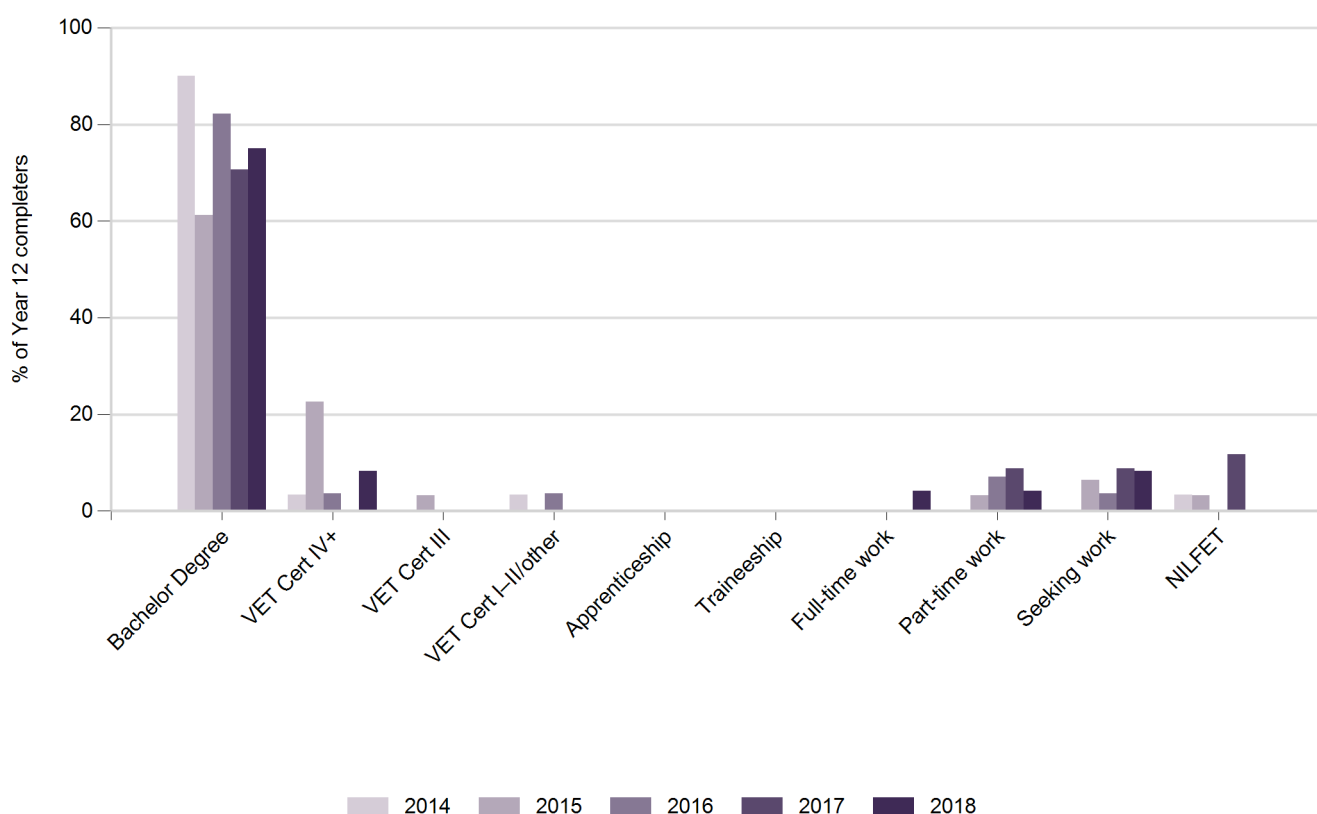
Main Destination by sex

Main Destination	Male	Female	Total	
	number	number	number	%
Bachelor Degree	8	10	18	75.0
VET Certificate IV+	1	1	2	8.3
VET Certificate III	0	0	0	0.0
VET Certificate I–II/other	0	0	0	0.0
Apprenticeship	0	0	0	0.0
Traineeship	0	0	0	0.0
Full-time employment	0	1	1	4.2
Part-time employment	1	0	1	4.2
Seeking work	1	1	2	8.3
NILFET	0	0	0	0.0
<i>Total</i>	<i>11</i>	<i>13</i>	<i>24</i>	<i>100.0</i>



Main Destinations over time

Main Destination	2014		2015		2016		2017		2018	
	no.	%	no.	%	no.	%	no.	%	no.	%
Bachelor Degree	27	90.0	19	61.3	23	82.1	24	70.6	18	75.0
VET Certificate IV+	1	3.3	7	22.6	1	3.6	0	0.0	2	8.3
VET Certificate III	0	0.0	1	3.2	0	0.0	0	0.0	0	0.0
VET Certificate I–II/other	1	3.3	0	0.0	1	3.6	0	0.0	0	0.0
Apprenticeship	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Traineeship	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Full-time employment	0	0.0	0	0.0	0	0.0	0	0.0	1	4.2
Part-time employment	0	0.0	1	3.2	2	7.1	3	8.8	1	4.2
Seeking work	0	0.0	2	6.5	1	3.6	3	8.8	2	8.3
NILFET	1	3.3	1	3.2	0	0.0	4	11.8	0	0.0
	30	100.0	31	100.0	28	100.0	34	100.0	24	100.0



Main Destinations of subgroups

Main Destination for students who completed a VET qualification in school (VETiS)

Main Destination	VET
	number
Bachelor Degree	3
VET Certificate IV+	1
VET Certificate III	0
VET Certificate I-II/other	0
Apprenticeship	0
Traineeship	0
Full-time employment	0
Part-time employment	1
Seeking work	1
NILFET	0
<i>Total</i>	<i>6</i>

Main Destination for students who participated in a school-based apprenticeship or traineeship (SAT)

There were an insufficient number of students to report data for this subgroup.

Main Destination for students who received an OP or IBD

Main Destination	OP or IBD	
	number	%
Bachelor Degree	17	85.0
VET Certificate IV+	1	5.0
VET Certificate III	0	0.0
VET Certificate I-II/other	0	0.0
Apprenticeship	0	0.0
Traineeship	0	0.0
Full-time employment	1	5.0
Part-time employment	0	0.0
Seeking work	1	5.0
NILFET	0	0.0
<i>Total</i>	<i>20</i>	<i>100.0</i>

Main Destination for students who identified as Aboriginal and/or Torres Strait Islander

There were an insufficient number of students to report data for this subgroup.

Education and Training

This section examines the education and training destinations and includes Bachelor Degree, VET Certificate IV+, VET Certificate III, VET Certificate I-II/other, Apprenticeship and Traineeship main destinations.



83.3%

20 out of 24 Year 12 completers from Islamic College of Brisbane continued in education or training in 2018.

What are they studying?

Study field (broad) by sex

Study Field	Male	Female	Total	
	number	number	number	%
Health	2	4	6	30.0
Society and Culture	1	4	5	25.0
Natural and Physical Sciences	1	3	4	20.0
Engineering and Related Technologies	2	0	2	10.0
Management and Commerce	2	0	2	10.0
Multiple Fields of Study	1	0	1	5.0
<i>Total</i>	<i>9</i>	<i>11</i>	<i>20</i>	<i>100.0</i>

Field of study categories based on Australian Standard Classification of Education.

Study field (narrow) by sex

Study Field	Male	Female	Total	
	number	number	number	%
Other Natural and Physical Sciences	1	3	4	20.0
Business and Management	2	0	2	10.0
Other Engineering and Related Technologies	2	0	2	10.0
Other Health	1	1	2	10.0
Behavioural Science	0	2	2	10.0
Rehabilitation Therapies	0	2	2	10.0
Multiple Fields of Study	1	0	1	5.0
Pharmacy	1	0	1	5.0
Sport and Recreation	1	0	1	5.0
Human Welfare Studies and Services	0	1	1	5.0
Optical Science	0	1	1	5.0
Other Society and Culture	0	1	1	5.0
<i>Total</i>	<i>9</i>	<i>11</i>	<i>20</i>	<i>100.0</i>

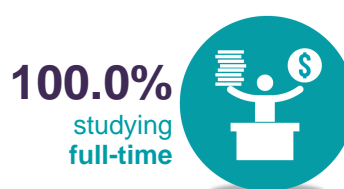
Field of study categories based on Australian Standard Classification of Education.

Where are they studying?

Study institution by sex

Institution Name	Male	Female	Total	
	number	number	number	%
Queensland University of Technology	6	2	8	40.0
The University of Queensland	2	3	5	25.0
Griffith University	0	5	5	25.0
Armed Forces	1	0	1	5.0
Other private training college	0	1	1	5.0
<i>Total</i>	<i>9</i>	<i>11</i>	<i>20</i>	<i>100.0</i>

How are they studying?



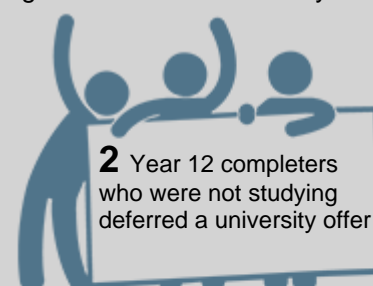
Not in Education or Training

There were **4** respondents who were not participating in further education or training at the time of the survey.



Main reason for not studying:

- 2** Wanted a break from study
- 1** Undecided and considering options
- 1** Other



Employment

This section examines the labour market outcomes for Year 12 completers from Islamic College of Brisbane.



16.7%

4 out of **24** Year 12 completers were in paid employment in 2018. This figure includes **2** who were only working and **2** who were both working and studying.

What jobs are they doing?

Occupation

Occupational unit group	Total
	number
Automobile Drivers	1
Chefs	1
Kitchenhands	1
Architectural, Building and Surveying Technicians	1
<i>Total</i>	<i>4</i>

Occupation category based on the Australian and New Zealand Standard Classification of Occupations.

What industry are they working in?

Industry

Industry	Total number
Accommodation & Food Services	2
Health & Community Services	1
Construction	1
<i>Total</i>	<i>4</i>

Industry categories are based on the Australian and New Zealand Standard Industrial Classification (ANZSIC).

How are they working?

50.0%
combining **work**
with **further study**



25.0%
working
full-time



50.0%
employed on a
casual basis



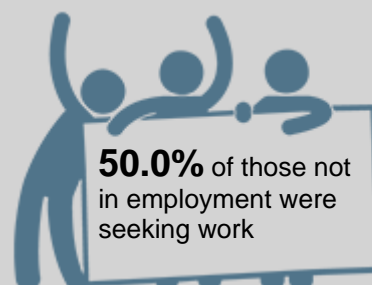
Not in Employment

There were **20** respondents who were not in paid employment at the time of the survey. This includes **10** who were actively seeking work and **10** who were not seeking work.



Main reason not seeking work:

- 7** Current study commitments
- 1** Family commitments - excluding pregnancy/parenting own child
- 1** Have been unsuccessful finding a job
- 1** Other



Appendix

Abbreviations

DW	Data withheld
IBD	International Baccalaureate Diploma
NA	Not applicable
NILFET	Not in the labour force, education or training
OP	Overall Position
SAT	School-based apprenticeships and traineeships
TAFE	Technical and further education
VET	Vocational Education and Training

Explanatory Notes

Main destination

A structured hierarchy of study and labour force destinations for Year 12 completers, who were assigned to categories as follows:

- students were assigned to the relevant Higher Education or VET category, even if they were also employed
- apprentices and trainees were assigned to their respective category and classified as Education and Training since their training involves study
- those assigned to a labour force category (employed or seeking work) were not also undertaking study
- those who were not studying and not in the labour force (not employed and not seeking work) were categorised as NILFET.

Main destination categories

Education and Training – Higher Education

Bachelor Degree*	Studying at Bachelor Degree level (including Honours), or higher.
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Education and Training – VET categories

VET Cert IV+*	Studying at Certificate IV, Diploma, Advanced Diploma or Associate Degree level (excluding apprentices and trainees).
VET Cert III*	Studying at Certificate III level (excluding apprentices and trainees).
VET Cert I–II/other*	Studying at Certificate I or II level (excluding apprentices and trainees). This category also includes students in an unspecified VET course, other basic course (e.g. short course) and unknown course level.
Apprenticeship*	Employment-based apprenticeship.
Traineeship*	Employment-based traineeship.

Labour force

Full-time employment	Working full-time (35 hours or more per week) and not in an education or training category. This includes people with multiple part-time or casual jobs that total 35 hours or more.
Part-time employment	Working part-time or casual (fewer than 35 hours per week) and not in an education or training category.
Seeking work	Looking for work and not in an education or training category.

Not in the Labour Force, Education or Training

NILFET	Not in education or training, not working and not seeking work.
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*Some respondents may also be in the labour force.



More information

For more information about terms and categorisations used in this report, view the Research method section of the *Next Step* website www.qld.gov.au/nextstep

School Income Broken Down by Funding Source

Islamic College of Brisbane

School Finances 2017

Full-time equivalent enrolments relating to recurrent income and capital expenditure	1,057	
Net Recurrent Income 2017	Total	Per student
Australian Government recurrent funding	\$7,918,022	\$7,491
State/Territory Government recurrent funding	\$2,691,962	\$2,547
Fees, charges and parent contributions	\$2,481,017	\$2,347
Other private sources	\$197,158	\$187
Total gross income (excluding income from government capital grants)	\$13,288,159	\$12,572
Deductions		
Income allocated to current capital projects	\$13,293	\$13
Income allocated to future capital projects and diocesan capital funds	\$0	\$0
Income allocated to capital debt servicing (including principal repayments and interest on loans)	\$1	\$0
Subtotal	\$13,294	\$13
Total net recurrent income	\$13,274,865	\$12,559
Capital Expenditure 2017	Total	
Australian Government capital expenditure	\$0	
State/Territory Government capital expenditure	\$0	
New school loans	\$0	
Income allocated to current capital projects	\$13,293	
Other	\$703,427	
Total capital expenditure	\$716,720	

Staffing Information

Staff Composition, Including Indigenous Staff:

Teaching Position - Full Time 78; Part Time 3

- Principal
- Deputy Principal
- Primary & Secondary Assistant Principal
- Teachers

Non-Teaching Position - Full Time 26; Part Time 5

- Business Manager
- ICT Support
- Finance Support
- Guidance Officer & Nurse
- Administrations Support
- Teacher Aides/Assistant & Library Support
- Groundsman

No indigenous staff are currently employed

Qualifications of all Teachers:

Qualification	Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification
Doctorate or higher	3.7%
Masters	11%
Bachelor Degree	79%
Diploma	0%
Certificate	2.5%

Expenditure on and Teacher Participation in Professional Development:**a) Teacher Participation in Professional Development**

Description of PD activity	Number of teachers participating in activity
<u>Primary and Secondary Schools</u> In-school PD on Visible Learning	81
<u>Primary School</u> In-school PD on Maths online	31
<u>Primary and Secondary Schools</u> In-school PD on Visible Learning	81
<u>Primary School</u> In-school PD on the use of Britannica Online	31
<u>Primary School</u> In-school PD on Guided Reading	31
<u>Primary School</u> In-school PD on Infectious Disease	52
<u>Primary School</u> In-school PD on Infectious Disease	52
<u>Primary School</u> In-school PD on Education Adjustment Plan	52
<u>Primary School</u> In-school PD on Education Adjustment Plan	52
<u>Primary School</u> In-school PD about asthma, anaphylaxis, allergies, EpiPens and Asthma puffer	52
<u>Primary School</u> In-school PD about asthma, anaphylaxis, allergies, EpiPens and Asthma puffer	52
<u>Primary School</u> In-school PD: Documentation including procedures for child protection matters (identifying, documenting & reporting)	52
<u>Primary School</u> Play Wonder and Learn	2
<u>Primary School</u> Taking Fitness & Physical Activity to Another Level	1
<u>Primary School</u> Support for school and Curriculum Leaders	1
<u>Primary School</u> Support for school and Curriculum Leaders 2	1

<u>Primary School</u> The Six Traits Writing	3
<u>Primary School</u> Online Training on PAT Assessment	1
<u>Primary School</u> Online Training on PAT Assessment	1
<u>Primary School</u> Intervention Strategies	3
<u>Primary School</u> Numeracy Workshop on additive thinking	2
<u>Primary School</u> Bounce Back! Wellbeing and Resilience Workshop	1
<u>Primary School</u> Bounce Back! Wellbeing and Resilience Workshop	1
<u>Primary School</u> Implementing Effective Literacy and Numeracy Instruction	1
<u>Primary School</u> Autism Spectrum Disorder	1
<u>Primary School</u> Peer Support	1
<u>Primary School</u> Understanding and managing stress for ASD students	1
<u>Primary School</u> Numeracy on number sense	1
<u>Primary School</u> Understanding Dyslexia	1
<u>Primary School</u> Numeracy – Making measurement meaningful	1
<u>Primary School</u> Motivating students to engage in writing in prep - year 2	1
<u>Primary School</u> Workshop on Differentiation	8
<u>Primary School</u> Cracking the Hard Classroom	2
<u>Primary School</u> Literacy – building language and communication skills in Prep to Year 2	2
<u>Primary School</u> Numeracy – Building confidence in number in Prep – Year 2	2
<u>Primary School</u> Positive School Conference	1
<u>Primary School</u> Generation Next	1
<u>Primary School</u> Using Literacy and Numeracy Data to inform Teaching and Learning	1

<u>Primary School</u> Positive Deviance	1
<u>Primary School</u> Teaching Technology Through Science Inquiry	2
<u>Primary School</u> Cultivating critical and creative thinking with digital Technologies Curriculum	2
<u>Primary School</u> Gifted and Talented Children	1
<u>Primary School</u> Using and interpreting data in schools – ACER Assessment/PAT Professional Learning – Online course	1
<u>Primary School</u> Introduction to Robotics	1
<u>Primary School</u> Innovative Assessment	4
<u>Primary School</u> Assessment in Arts	1
<u>Primary School</u> High Impact teaching Strategies for Primary Educators	2
<u>Primary School</u> Reading Success with Bug Club	1
<u>Primary and Secondary Schools</u> Education Adjustment Plan	3
<u>Primary School</u> Effective Alignment of curriculum across year levels	1
<u>Primary School</u> Inspiring Students to Write	2
<u>Primary School</u> Teachers' Aides Literacy	2
<u>Primary School</u> Prep reading and writing program	1
<u>Primary School</u> Motivating students to engage in writing in Prep – Year 2	1
<u>Secondary School</u> Speech-Language Impairment part 1	1
<u>Secondary School</u> English as an additional language	1
<u>Secondary School</u> NCCD moderation workshop	1
<u>Secondary School</u> Teaching & learning strategies	1
<u>Secondary School</u> Disability requirements (ISQ)	27
<u>Secondary School</u> TASS Training	28

<u>Secondary School</u> Adolescent Brain Development Workshop	27
<u>Secondary School</u> Learning curve Well Being Workshop	27
<u>Secondary School</u> QCAA Senior Secondary Syllabus workshops	16

b) Expenditure on Professional Development

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
81	\$36755	\$454
The total funds expended on teacher professional development in 2017		\$36755
The proportion of the teaching staff involved in professional development activities during 2017		100%
The major professional development initiatives were as follows: [details regarding in-kind professional development activities undertaken e.g. mentoring or peer learning can be included]		

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
81	190	625	96%
For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96% in 2017			

Proportion of teaching staff retained from the previous year:

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
81	79	97.6%
From the end of 2015 97.6 % of staff were retained for the entire 2017 school year		

Key Student Outcomes

Average student attendance rate (%) for the whole school:

The average attendance rate for the whole school as a percentage in 2017 was **89.63%**

Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2017
Prep	88.40%
Year 1	90.23%
Year 2	90.38%
Year 3	92.27%
Year 4	90.27%
Year 5	91.41%
Year 6	91.28%
Year 7	90.70%
Year 8	88.54%
Year 9	89.04%
Year 10	87.49%
Year 11	83.46%
Year 12	80.81%

A description of how non-attendance is managed by the school:

Islamic College of Brisbane collects attendance data on a per period basis via Teacher Kiosk to ensure an improved standard of care for our students. This has been facilitated via a School Management System called Tassweb software hosted by our school. If the student is not present, parents are informed via an SMS message and a request made for an absentee reason. In the case of no return from the parents then the system generates a letter which is posted to the parents.

NAPLAN results for Years 3, 5 and 7 and 9 in 2017

Benchmark Data for Year

Reading			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	431	431	close to
Year 5 (2017)	518	506	close to
Year 7 (2017)	545	545	close to
Year 9 (2017)	586	581	close to
Writing			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	442	414	above
Year 5 (2017)	486	473	close to
Year 7 (2017)	537	513	close to
Year 9 (2017)	597	552	above
Spelling			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	459	416	above
Year 5 (2017)	549	501	Substantially above
Year 7 (2017)	597	550	Substantially above
Year 9 (2017)	614	581	above
Grammar and Punctuation			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	453	439	close to
Year 5 (2017)	523	499	close to
Year 7 (2017)	574	542	above
Year 9 (2017)	594	574	above
Numeracy			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2017)	411	409	close to
Year 5 (2017)	505	494	close to
Year 7 (2017)	567	554	close to

Year 9 (2017)	592	592	close to
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Apparent Retention Rate Year 10 to 12:

Year 12 student enrolment as a percentage of the Year 10 cohort is 78.43%

Year 12 Outcomes:

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	40
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	31
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	0
Number of students awarded one or more Vocational Education and Training (VET) qualifications	12
Number of students awarded a Queensland Certificate of Education at the end of Year 12	29
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	62.5%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	35%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	86.8%