



**ST JOHN'S ANGLICAN COLLEGE
ANNUAL GOVERNMENT REPORT
2016**

| | |
|----------------------------------|---|
| SCHOOL ADDRESS: | Kindergarten – Six: Alpine Place, Forest Lake 4078; Years Seven – Twelve: College Avenue, Forest Lake 4078 |
| SCHOOL SECTOR: | Independent - Anglican |
| TOTAL ENROLMENTS: | 927 (493 males, 434 females, 0.44% indigenous) (Primary: 208 males, 189 females; Primary indigenous: 4 males, 1 female) (Secondary: 285 males, 245 females; Secondary indigenous: 1 male, 1 female) |
| YEAR LEVELS OFFERED: | Kindergarten – Year Twelve (After and Before College Care) |
| COEDUCATIONAL/SINGLE SEX: | Coeducational |

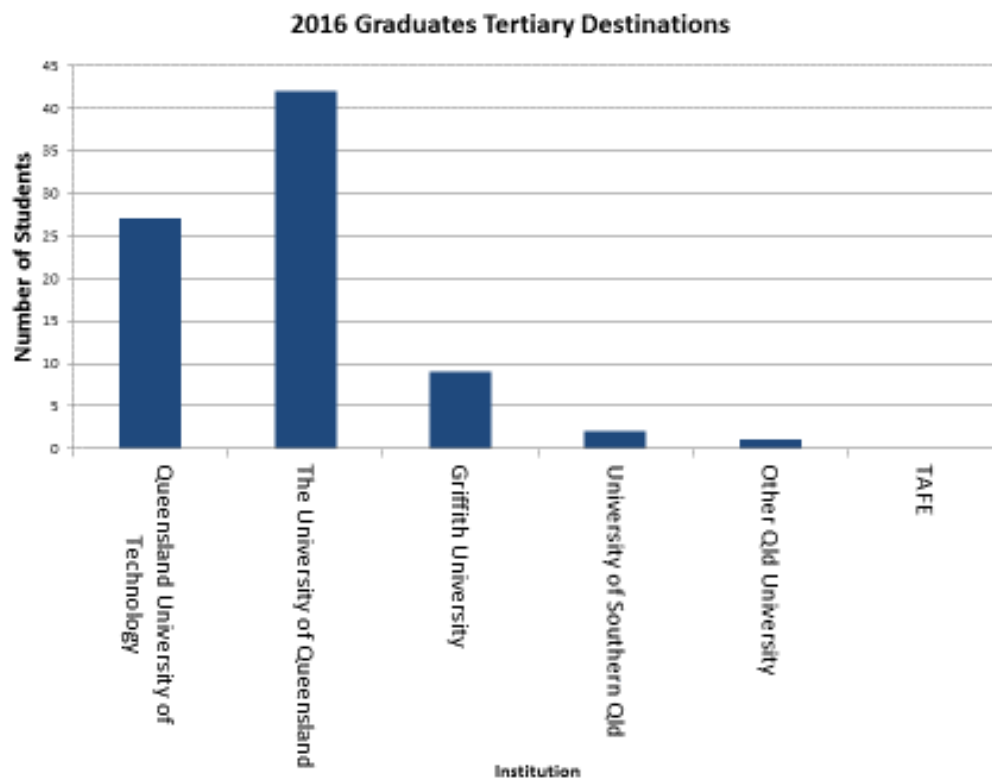
Introduction

Academic Success, quality teaching programs, a Performing Arts Centre of Excellence, high level sports programs and a holistic pastoral care program each play significant roles in developing the potential of every child at St John's. Students are taught to communicate, collaborate, to be creative, to think critically, to work in a global community and to be of good character. The highlights of these achievements of St John's students and staff are included in the following report.

Academic Success

Our Year Twelve results in 2016 were very credible with 25% of the cohort in the OP 1-5 range; 67% of the cohort in the OP 1-10 range and 88% OP 1-15. We congratulate our 2016 OP1 students, Dominic Bowden and Chloe DeNys, for their diligence and commitment to their studies. The College once again performed strongly in the Queensland Core Skills Test with 25% awarded an A, 30% B, 39% C, 6% D and no Es. 96% of the College's eligible students received a QTAC offer, with 62% receiving their first preference, and 82% receiving their first or second preference. Our 2016 Old Collegians undertook university study across diverse fields including Health Sciences, Law, Management and Commerce, Engineering and the Creative Industries. The University of Queensland was the most popular

university of choice for our 2016 graduates followed by Queensland University of Technology and Griffith University.



The combined NAPLAN results of students in Years Three, Five, Seven and Nine demonstrated that the high academic standards of the College have been maintained and continued to trend upwards for the fourth year in a row. This is clearly evident in the consistent performance at all year levels above the State and National averages.

St John's students also continued to excel in National and International competitions in a range of academic areas. Six teams from our Future Thinkers Secondary school program reached the international final of the Conrad Spirit of Innovation Challenge in April and attended the Innovation Summit held at NASA in Florida. One of our teams won the Health Division with their innovation of an app to regulate the colours of mobile devices to alleviate anxiety, stress and poor sleeping patterns. Another Future Thinkers team from Year Ten participated in the Global Issues Problem Solving Competition and was rewarded with a Gold medal in the Senior Division and a Bronze Medal for their action plan presentation.

Teaching and Learning

St John's teachers are actively involved in their own professional development, whether completing Masters degrees, undertaking webinars or attending and presenting at conferences. In 2016 one of our key learning areas has been International Baccalaureate PYP and MYP programs in preparation for our accreditation in 2017 and 2018.

A first for St John's this year was the Conrad Foundation award of Teacher of the Year to Mr Nathan King who accompanied Future Thinkers students to the Kennedy Space Centre in Florida, USA. Mr

King was also one of the six finalists in the Queensland College of Teachers Excellence in Teaching Awards. Four other teachers were nominated for excellence in teaching awards during the year.

Sport and HPE

In 2016 St John's progressed up the ladder and continued to develop our capacity in each trimester of Sport. Our fourth year in this high level competition saw us progress up the Champion School Ladder. In Trimester One we surpassed St Columban's College which is a school double our student population, Canterbury College and Redeemer Lutheran College. Together with the introduction of our Dragon mascot representing the College's fiery spirit, this progress contributed to the development of a positive sporting culture.

Girls Tennis was the stand out sport achieving a historic win, finishing the season as Champion Girls Tennis School. The Years Eight and Ten Tennis teams should be commended on achieving outstanding results finishing at the top of their respective ladders. Boys Volleyball performed very well finishing third overall. The Year Eight Boys Volleyball team dominated their season as undefeated Premiers.

Our Term One sporting success continued in Swimming. St John's achieved third place in the 13 year-old-boys, 15 year old boys and Open girls Swim Teams. The 12 year old boys and 12 year old girls finished fourth overall. These were our best swimming results to date. Trimester Two saw success in Cross Country with the 13 year old girls securing the Premiership for their age group. This team demonstrated dedication to training and always exhibited a never give up attitude which is key to success. In Trimester Three the Athletics Team improved upon their results from 2015 finishing first in boys and girls Percentage Trophies. Demi Wynyard was the stand out athlete who placed in the top two for eight events. Siiva Tafiti continued with her record breaking performance, setting another incredible TAS record of 14.88m in the 16 year old girls Shot Put.

Performing Arts

The Performing Arts Centre of Excellence (PACE) continued to develop student's communication, problem solving, teamwork and creative skills through classroom music lessons, individual lessons and extensive performances.

There were increased opportunities to engage with external industry professionals such as Topology, Deep Blue, Camerata of St John's, Shake and Stir Theatre Company and the Queensland Shakespeare Ensemble. We farewelled Geraldine Campbell as Director of PACE in May, and welcomed Russell Morgan as our new Director of Performing Arts in Term Three. In Term Four, Russell was joined by Neill Thacker as Head of Instrumental Music.

Four teams were involved in the Queensland Youth Theatresports Competition, with three teams reaching the Quarter Finals. Two Year 11 students participated in the Queensland Theatre Company's Junior Youth Ensemble and have enjoyed the experience of working with various professionals in the acting world. The Senior and Intermediate Dance Excellence teams participated in BPAC with the Intermediate Team being rewarded with First Place in Contemporary and Musical Theatre Sections. Senior and Intermediate Dance Excellence teams also competed in the Brisbane and Beenleigh Eisteddfods, receiving Second Place in the Musical Theatre class and Highly Commended in Jazz and Contemporary. All Dance groups participated in the annual Dance Night in October.

Eight St John's Instrumental Music students participated in the four day Queensland Conservatorium of Music State Honours Ensemble Program which culminated in four fantastic performances. Students

were involved in the Combined Schools Music Festival, this year hosted by Scotch College in Adelaide and the biennial Anglican Schools Music Festival in April.

Stage Band, Wind Symphony, Brass Ensemble, Jazz Band, Concert Band and the Primary Concert Band all completed in the Beenleigh Eisteddfod coming away with excellent results, including a First Place in the Bands Primary section. Academy Strings competed in the Gold Coast Eisteddfod, coming second in the String Ensembles Senior section. The second Evening of Music at St John's Cathedral was a highlight as will be our participation at the Forest Lake Community Carols.

While actively participating in all these activities, our PACE students also form a crucial and active part of the internal life of our College through their performances at Open Mornings, Grandparents Day, Cultural Showcase Concerts, Chapel Services, assemblies, functions and events. Performance opportunities such as these build confidence and capability.

Pastoral Care

Students at St John's are offered a well-balanced program which promotes their spiritual, social-emotional, physical, cultural and intellectual development. The curriculum also includes many opportunities for students to exercise leadership in both a formal and informal capacity.

In 2016, our leaders adopted the very apt and timely "Olympics" as their theme, using the analogy of preparation for an elite sports event, competing and celebrating success. All the students were very enthusiastic about it and embraced some inspiring stories about athletes overcoming setbacks to achieve their very best.

The Year 12 students have led the school admirably this year with many taking part in the Mentor Program involving students in Middle School Home Groups. They also raised the funds to purchase House Banners which will be used as significant symbols at College events.

There were numerous fundraising activities for various charities throughout the year including raising \$14,258.12 for the Leukaemia Foundation, the highest amount of funds contributed in South West Brisbane, \$1,255.30 donated to Amnesty International via the annual Cake Auction and the profit from Market Day was donated to the Archbishop's Appeal.

The Leo Club increased in membership numbers in 2016 and continued to raise money for various causes such as the RSPCA. They were also involved in Adopt a Road again this year.

The Year Seven students supported Anglicare and raised \$2,587.30 to pay for children in foster care to have a day at Dreamworld. Ten Year Seven students also spent the night sleeping at St John's Cathedral in the city to raise their awareness of homeless people in Brisbane.

Senior School students again volunteered to tutor in the Homework Club for students at the International College. The program is of mutual benefit, developing a healthy relationship between domestic and international students. They also volunteered to support the Inala Refugee Homework Club which teaches English and other subjects to students from refugee families.

The Outdoor Education Program continues to grow in strength. The focus in this program is on team work, communication, problem-solving and conflict resolution. This has a long-term benefit for leadership development. This program is reviewed on an annual basis and the changes are implemented to ensure maximum benefit for students.

In July, male students were selected from all year levels to attend a meal and sporting match with selected male staff. This exciting College tradition, now in its third year, is called The Men of the College event. This year, Old Collegians were invited as well.

Chaplaincy

Weekly Chapel services have been well received by students of all ages with spirited participation in all year levels. It has also been very exciting to see our Prayer Space initiative across the school go from strength to strength throughout the year. St John's held two Prayer Spaces at the Secondary School and two at the Primary School. This initiative develops the ability of students to practice self-reflection and being still, which are essential skills for managing their busy lives in a technology rich world. St John's showcased a Prayer Space at the ASCENT Conference which was very well received by all delegates. As a result, other Queensland Anglican schools are now running their own Prayer Spaces. 2016 saw the Inaugural Year Six Transition Service incorporating a Prayer Space being held in St John's Cathedral with five Anglican Schools participating. We also had a number of staff and students be baptised and confirmed into the Anglican faith, at which Bishop Alison Taylor officiated.

English

The English department has continued to grow and develop in 2016. The IB Middle Years Program was consolidated with new units and assessment criteria, delivering English in a more relevant and interesting way. We have implemented a program to improve comprehension skills termed Reciprocal Teaching. The Senior School continues to prepare for the new syllabus which will include an external exam and only four assessment items in each of Year 11 and Year 12.

Our NAPLAN results continue to be very pleasing with results again well above the national average.

Our students continued to showcase their literary skills with students in Years Seven to Ten participating in the ICAS Reading and Comprehension Competition with Distinctions and High Distinctions awarded to students in all year levels.

Senior English students enjoyed an excursion to the theatre to see Wuthering Heights, and the Shake 'n' Stir Theatre Company and Poetry in Action also provided an alternative perspective on Shakespeare and poetry.

Our debating teams have also continued in competitions and developing their confidence in public speaking and forming arguments.

Humanities

The Humanities Department is preparing for the new senior assessment and tertiary entrance system. In 2016 Year 11 students participated in an external assessment trial and teachers in Geography and History were trained by QCAA to be external markers for other schools participating in the trial.

Since the introduction of the MYP IB (International Baccalaureate) as a framework for the Years Seven and Eight curriculum programs, it has provided intellectual challenges to students and made connections between traditional subjects and the real world. It promotes the development of higher order thinking skills, communication, intercultural understanding, global engagement, inquiry and investigates real-world examples.

Students use multi-media resources and participate in excursions and incursions to enhance their learning. These activities promote authentic learning and provide opportunities for students to apply their knowledge in a meaningful way. The Moodle Learning Platform at St John's Anglican College enables teachers to devise interactive lessons and assists students when they are away or need to revise work.

The Humanities Department participated in various events and competitions this year including Humanities Week, a visit to the University of Queensland library, the Australian Geography Competition and the History Competition where St John's students acquitted themselves well. Students focused on biodiversity, the relocation of koalas, Brisbane City Council's CityCycle project, open space management and flood mitigation. They also participated in many Chinese cultural immersion activities to enhance their learning of the language and this was assisted by the opportunity to interact with Chinese study tour groups. Teachers and students toured China during the September school holidays and participated in the European trip in December.

Chinese

The College continued its focus on teaching Mandarin Chinese through our partnership with the Confucius Institute at the University of Queensland. The Confucius Institute provided two assistant teachers, Emma Tao, who worked at the Secondary campus and Jessica Tan who assisted at the Primary campus. The Confucius Institute also sponsored a teacher to visit schools in China. Ms Tao and Ms Tan have significantly assisted our students to develop their speaking and listening skills which are so vital to mastering language proficiency. Cultural understandings were enhanced through visiting performances such as the Hakka association. Cultural days were well attended such as the Buddha festival, Chinese New Year celebrations and the Dragonboat race. Student interaction with visiting study tours and short term students from China provided many opportunities for peer learning and to enhance a better cultural understanding.

Mathematics

The Mathematics teachers and students have maintained their focus on using technology within the curriculum and teaching. The recognition of the importance of integrated Science, Technology, Engineering and Mathematics (STEM) skills has been a driver behind increasing student engagement with cross-disciplinary activities. We continue to utilise technology effectively to improve student learning and engagement through tools such as Mathletics, Khan Academy and our newest initiative, Maths Pathway. Maths Pathway provides an individualised learning program for each student based on their own level of development and is currently being trialled prior to implementation in Year Seven, Eight and Nine for 2017. Middle School students continue to engage in coding and symbolic computation using Mathematica, and Senior students have used Mathematica's programming language to develop their own finance and queue simulation solutions. This year, 64 Middle and Senior School students competed in the Australian Mathematics Competition, held in July. We also achieved a Distinction and three Credits in the Mathematics Challenge for Young Australians Challenge Stage and a High Distinction and two Distinctions in the Computational and Algorithmic Thinking Competition.

Science

This year has seen an explosion and expansion of events and activities in Science at St John's. Middle School science students have been involved in the Science and Engineering Challenge as well as the Queensland Water Rocket Competition. St John's is defying national and international trends by continuing to attract a large number of students in its Senior Science subjects.

The World Science Festival was held in Brisbane for the first time in 2016 and Year Ten students were involved in various activities and presentations, submersing themselves in the wonders of Science for a day. "Experience Science" was the theme for this year's Science Week and involved students

experimenting with liquid nitrogen, elephant's toothpaste, water rockets and experiencing Australian wildlife up close and personal. Students also participated in the annual Titration Competition, the Science Competition where a number of a students received Distinctions, investigated plankton under a microscope and researched the ecology of the blue lake on North Stradbroke Island. St John's currently has over 20 students taking university science subjects in Biology, Chemistry, Physics and Engineering, and a special mention to Chloe de Nys who participated in a STEM research internship program at QUT. Chloe was one of only 20 students chosen to be involved in real research currently being undertaken and spent a week as part of the materials research group.

St John's continues to develop its STEM Institute through various school and community events. St John's hosted "STEM Futures: Science beyond the Classroom" in conjunction with UQ where schools from around south Brisbane were invited to attend and be involved in robotics workshops run by UQ Engineering and Science students. Dr Tanveer Hussain gave an engaging talk about nanotechnology and renewable energy.

Design Technology

This year has been one of consolidation, commencing with a rebrand from Industrial Technology and Design to Design Technology to better reflect the changing landscape of the National Curriculum and the current Science, Technology, Engineering and Mathematics (STEM) focus.

Senior students are being encouraged to develop their own design solutions to community problems, while Year 11 students use design factors to drive their design outcomes. Middle Years students are being immersed in the MYP design curriculum. The new Senior Curriculum appears to be following suit ensuring that our students will be well prepared.

A new subject, Practical Life Skills (PLS) was introduced this year taking students away from the classroom environment to the outside workings of the College where they perform maintenance and construction tasks around the College. Students learn life skills as a result, including liaising with other staff and the Maintenance staff to ensure the necessary materials are available for completion of the tasks.

Students from local primary schools were invited to participate in a STEM Institute Technology event exposing them to traditional and emerging technologies including a demonstration of the College's laser cutter.

Students also participated in the Annual Bridge Building competition which continues to grow from strength to strength. Three teams competed in regional competition where they were engaged in real life engineering skills such as time management, group work, problem solving, working to specifications and designing with a prescribed bill of materials.

Visual Art

Experience in the Arts subjects is an essential element of education, and Visual Art is a key that develops creativity and unlocks profound human understanding and accomplishment.

Senior students visited the Gallery of Modern Art, Queensland Art Gallery and QUT's Government House where they were able to engage with the Asia Pacific Triennial Exhibition. As a result, some students gained entry to the prestigious Creative Generations Awards, exhibiting alongside other top Visual Art students.

Middle School students explored the Medieval Art period through Illuminated Manuscripts and the Renaissance masters, creating Egyptian jewellery pieces, Stone Age art and exploring the legacies from Ancient Greece, and participated in a mixed media workshop delivered by the education staff of Eckersley's.

College Creations showcased the artistic talents of our students during the year including the Year Ten wearable art pieces, still life mixed media drawings and post modern photography..

School Community

Our Old Collegians Association took shape during the year. Several extraordinary young people were acknowledged for Excellence in Tertiary Studies, Workplace and Community activities. The Old Collegian of the Year was Zachary Raftery (2006 Old Collegian) for his outstanding contribution to the life of the College, success in his professional field, academic achievements and dedication to the community.

Our Foundation Board hosted several successful business breakfasts with excellent guest speakers adding value to our business community, as well as hosting a successful inaugural Gala Dinner which allowed the Board to donate funds to the Stage 2 Auditorium Appeal. The Old Collegians' Association was officially formed in 2016 marking a significant milestone in the Old Collegians' fraternity. The Parents and Friends Association continues to provide support in fundraising and in the extra curricular activities of College life. 2016 saw the College Carnival Committee host a very successful Carnival allowing the Association to donate generously to College projects and student facilities. We thank Mr Greg Braithwaite, President of the P&F Association for his ongoing dedication to the role and also Ms Felicity Lewis for her role as Sponsorship Coordinator for the College Carnival, playing an important part in the success of the Carnival.

St John's welcomed new partners into the College strengthening opportunities for our students and those in the local community. Brisbane Performing Arts Challenge (BPAC) and local dance schools and community groups have found common ground with us, using our professional facilities. North Shore Tutoring conducts its weekend schooling every Saturday afternoon at the Secondary Campus. Community Carols gathers the community on our oval to celebrate Christmas and St John's students support worship at St Catherine's Anglican Church, Middle Park.

We thank the St John's College Council and the FSAC Ltd Board for their support and insight throughout the year. The development of our College facilities and the Strategic Directions set during the year for our College programs and development have provided a strong basis for our College future and the success of our students.

Suzanne Bain

Principal

M Ed, M Curr Stud, B Ed, Dip Spec Ed, Cert T

FAICD, FACEL (Q), FAIM

School Income

| | Total | Per Student |
|--|--------------------|--------------------|
| Net Recurrent Income 2016 | \$5,860,512 | \$6,261 |
| Australian Government recurrent funding | \$1,756,628 | \$1,877 |
| State Government funding | \$9,168,999 | \$9,796 |

| | | |
|-------------------------------------|----------------------------|------------------------|
| Fees, charges, parent contributions | \$1,368,917 | \$1,463 |
| Other private Sources | | |
| Total gross income | <u>\$18,155,056</u> | <u>\$19,397</u> |

STAFF INFORMATION

Staffing composition

| Qualification | Percentage of classroom teachers and school leaders in the school |
|-----------------|---|
| Doctorate | 3.26 |
| Masters | 19.57% |
| Bachelor Degree | 73.91% |
| Diploma | 3.26% |
| Certificate | Nil |

Expenditure on and teacher participation in professional development

Our staff have undertaken professional development activities in the new Australian Curriculum in preparation for its implementation in the coming years, the effective use of technology to enhance their teaching, and in mapping the curriculum electronically so as to plan collaboratively across the years and disciplines. In particular, teachers have concentrated on their teaching of Higher Order Thinking Skills and Habits of Mind, an investment from which we are now seeing student transferring knowledge and demonstrating critical thinking in their assessment.

All staff participate in the College Professional Review and Learning Program and attend Staff Conference Days.

Expenditure on PD

| Total Number of Teachers | Total expenditure on teacher PD (as recorded in Financial Questionnaire) | Average expenditure on PD per teacher |
|--------------------------|---|---------------------------------------|
| 79 | \$92,010 | \$1,165 |

The participation of the teaching staff both in school and external professional development activities during 2016 was 100%.

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days during 2014.

| Number of Staff | Number of School Days | Total Days Staff Absences | Average Staff Attendance Rate |
|-----------------|-----------------------|---------------------------|-------------------------------|
| 79 | 182 | 276 | 98% |

For permanent and temporary staff and school leaders the average staff attendance rate was 98% in 2016.

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 |
|--|---|------------------|
| 111 | 97 | 87.4% |

KEY STUDENT OUTCOMES

Attendance

Annual attendance rate:

Primary: 94.46%; Indigenous: 95.83%

Secondary: 94.19%; Indigenous: 86.98%

Student non attendance

Rolls are marked online every lesson and in hard copy twice a day. Where notice has not been given by the parents, the parent is notified.

NAPLAN Results

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses all students in Australian schools in Year 3, 5, 7 and 9. The chart below displays average NAPLAN scores for each domain in 2010-2016. Also displayed are average scores for all Queensland and all Australian schools and a comparison of the averages for St John's to State and National averages.

| Assessment: NAPLAN Year 3 | | | | | | | | |
|---------------------------|--------------|-------|-------|-------|-------|-------|-------|--------|
| Section | Statistic | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Spelling | St John's | 403 | 423 | 420 | 428 | 442 | 430 | 464.16 |
| | State | 371.5 | 387.7 | 398.3 | 396.3 | 400.5 | 396.7 | 410.6 |
| | % Difference | 8.48 | 9.1 | 5.45 | 8 | 10.36 | 8.67 | 13.04 |
| | National | 399 | 406 | 414 | 411 | 412 | 408.8 | 420.1 |
| | % Difference | 1 | 4.19 | 1.45 | 4.14 | 7.28 | 5.19 | 10.49 |
| Grammar and Punctuation | St John's | 443 | 440 | 437 | 473 | 466 | 476 | 471.91 |
| | State | 398.2 | 406.8 | 411.3 | 419.4 | 421.2 | 430.5 | 432.8 |
| | % Difference | 11.25 | 8.16 | 6.25 | 12.78 | 10.64 | 10.57 | 9.04 |
| | National | 417 | 421 | 424 | 428 | 426 | 433.2 | 436.3 |
| | % Difference | 6.24 | 4.51 | 3.07 | 10.51 | 9.39 | 10.08 | 8.16 |
| Writing | St John's | 448 | 427 | 429 | 440 | 410 | 433 | 444.22 |
| | State | 402.4 | 404.1 | 403.3 | 406.2 | 390.4 | 405.8 | 409.4 |
| | % Difference | 11.33 | 5.67 | 6.37 | 8.32 | 5.02 | 6.7 | 8.51 |
| | National | 419 | 416 | 416 | 416 | 402 | 416.3 | 420.5 |
| | % Difference | 6.92 | 2.64 | 3.13 | 5.77 | 1.99 | 4.01 | 5.64 |
| Reading | St John's | 424 | 444 | 422 | 444 | 448 | 460 | 449.52 |
| | State | 393 | 399.9 | 408.5 | 407.7 | 409.4 | 418.4 | 420.2 |
| | % Difference | 7.89 | 11.03 | 3.3 | 8.9 | 9.43 | 9.94 | 6.99 |
| | National | 414 | 416 | 420 | 419 | 418 | 425.8 | 425.7 |
| | % Difference | 2.42 | 6.73 | 0.48 | 5.97 | 7.18 | 8.03 | 5.61 |

| Assessment: NAPLAN Year 3 | | | | | | | | |
|---------------------------|--------------|-------|-------|-------|-------|-------|-------|--------|
| Section | Statistic | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Numeracy | St John's | 400 | 410 | 409 | 434 | 435 | 430 | 439.37 |
| | State | 378.5 | 384.6 | 380.9 | 386.2 | 393.4 | 392.2 | 396.8 |
| | % Difference | 5.68 | 6.6 | 7.38 | 12.38 | 10.57 | 9.64 | 10.73 |
| | National | 395 | 398 | 396 | 397 | 402 | 397.8 | 402.2 |
| | % Difference | 1.27 | 3.02 | 3.28 | 9.32 | 8.21 | 8.09 | 9.24 |

| Assessment: NAPLAN Year 5 | | | | | | | | |
|---------------------------|--------------|-------|-------|-------|-------|-------|--------|--------|
| Section | Statistic | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Spelling | St John's | 490 | 481 | 501 | 518 | 501 | 526 | 529.34 |
| | State | 467.9 | 465.6 | 479 | 485.6 | 489.5 | 489.2 | 485.8 |
| | % Difference | 4.72 | 3.31 | 4.59 | 6.67 | 2.35 | 7.52 | 8.96 |
| | National | 487 | 484 | 495 | 494 | 497.6 | 498.1 | 492.9 |
| | % Difference | 0.62 | -0.62 | 1.21 | 4.86 | 0.68 | 5.6 | 7.39 |
| Grammar and Punctuation | St John's | 513 | 507 | 487 | 534 | 526 | 566 | 555.08 |
| | State | 483.3 | 485 | 477.5 | 494.8 | 500.2 | 499.8 | 506.1 |
| | % Difference | 6.15 | 4.54 | 1.99 | 7.92 | 5.16 | 13.25 | 9.68 |
| | National | 500 | 499 | 491 | 501 | 503.8 | 503.8 | 505 |
| | % Difference | 2.6 | 1.6 | -0.81 | 6.59 | 4.41 | 12.35 | 9.92 |
| Writing | St John's | 493 | 488 | 501 | 498 | 487 | 497.04 | 507.16 |
| | State | 471.6 | 470.9 | 457.7 | 469.8 | 457.3 | 470.2 | 465.9 |
| | % Difference | 4.54 | 3.63 | 9.46 | 6 | 6.49 | 5.71 | 8.86 |
| | National | 485 | 483 | 477 | 478 | 468.3 | 478.1 | 475.4 |
| | % Difference | 1.65 | 1.04 | 5.03 | 4.18 | 3.99 | 3.96 | 6.68 |
| Reading | St John's | 495 | 493 | 507 | 532 | 514 | 537 | 527.4 |
| | State | 468.7 | 469.4 | 480.3 | 497 | 496.1 | 494.5 | 500 |
| | % Difference | 5.61 | 5.03 | 5.56 | 7.04 | 3.61 | 8.59 | 5.48 |
| | National | 487 | 488 | 494 | 502 | 500.6 | 498.5 | 501.7 |
| | % Difference | 1.64 | 1.02 | 2.63 | 5.98 | 2.68 | 7.72 | 5.12 |
| Numeracy | St John's | 493 | 480 | 496 | 533 | 526 | 532 | 535.87 |
| | State | 474.1 | 470.3 | 476.1 | 481.1 | 481.7 | 486 | 488.2 |
| | % Difference | 3.99 | 2.06 | 4.18 | 10.79 | 9.2 | 9.47 | 9.76 |
| | National | 489 | 488 | 489 | 486 | 487.6 | 492.5 | 492.9 |
| | % Difference | 0.82 | -1.64 | 1.43 | 9.67 | 7.88 | 8.02 | 8.72 |

| Assessment: NAPLAN Year 7 | | | | | | | | |
|---------------------------|--------------|-------|-------|-------|-------|-------|-------|--------|
| Section | Statistic | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Spelling | St John's | 567 | 544 | 566 | 553 | 555 | 582 | 549.88 |
| | State | 535.5 | 528.6 | 533.9 | 542.5 | 536.6 | 544.3 | 539.5 |
| | % Difference | 5.88 | 2.91 | 6.01 | 1.94 | 3.43 | 6.93 | 1.92 |
| | National | 545 | 538 | 543 | 549 | 545.1 | 546.7 | 542.9 |
| | % Difference | 4.04 | 1.12 | 4.24 | 0.73 | 1.82 | 6.46 | 1.29 |
| Grammar and Punctuation | St John's | 552 | 526 | 564 | 543 | 566 | 593 | 561.77 |
| | State | 529.4 | 524.4 | 539.8 | 531.5 | 540.6 | 539.1 | 537.8 |
| | % Difference | 4.27 | 0.31 | 4.48 | 2.16 | 4.7 | 10 | 4.46 |
| | National | 535 | 532 | 546 | 535 | 543.1 | 541.3 | 540.2 |
| | % Difference | 3.18 | -1.13 | 3.3 | 1.5 | 4.22 | 9.55 | 3.99 |
| Writing | St John's | 552 | 556 | 531 | 538 | 526 | 548 | 522.59 |
| | State | 531.2 | 532.9 | 511.7 | 514.9 | 505.4 | 504.6 | 502.3 |
| | % Difference | 3.92 | 4.33 | 3.77 | 4.49 | 4.08 | 8.6 | 4.04 |
| | National | 533 | 529 | 518 | 517 | 511.6 | 510.6 | 514.7 |
| | % Difference | 3.56 | 5.1 | 2.51 | 4.06 | 2.81 | 7.32 | 1.53 |
| Reading | St John's | 558 | 541 | 550 | 547 | 571 | 584 | 547.76 |
| | State | 537.5 | 533.5 | 532.7 | 533.5 | 541.6 | 543 | 538.8 |
| | % Difference | 3.81 | 1.41 | 3.25 | 2.53 | 5.43 | 7.55 | 1.66 |
| | National | 546 | 540 | 542 | 541 | 546.1 | 546 | 541 |
| | % Difference | 2.2 | 0.19 | 1.48 | 1.11 | 4.56 | 6.96 | 1.25 |
| Numeracy | St John's | 565 | 544 | 547 | 551 | 573 | 598 | 565.43 |
| | State | 546.2 | 538.7 | 532 | 538.5 | 543.6 | 538.9 | 545.7 |
| | % Difference | 3.44 | 0.98 | 2.82 | 2.32 | 5.41 | 10.97 | 3.62 |
| | National | 548 | 545 | 538 | 542 | 545.9 | 542.5 | 549.5 |
| | % Difference | 3.1 | -0.18 | 1.67 | 1.66 | 4.96 | 10.23 | 2.9 |

| Assessment: NAPLAN Year 9 | | | | | | | | |
|---------------------------|--------------|-------|-------|-------|-------|-------|-------|--------|
| Section | Statistic | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| Spelling | St John's | 606 | 604 | 596 | 607 | 610 | 610 | 615.42 |
| | State | 573.5 | 575.1 | 571.4 | 578 | 575.6 | 579.5 | 574.2 |
| | % Difference | 5.67 | 5.03 | 4.31 | 5.02 | 5.98 | 5.26 | 7.18 |
| | National | 579 | 581 | 577 | 583 | 582 | 583.2 | 580.3 |
| | % Difference | 4.66 | 3.96 | 3.29 | 4.12 | 4.81 | 4.6 | 6.05 |
| Grammar and Punctuation | St John's | 606 | 594 | 605 | 608 | 600 | 609 | 603.56 |
| | State | 574.1 | 566.8 | 569.6 | 568.5 | 567.4 | 565.9 | 568.7 |
| | % Difference | 5.56 | 4.8 | 6.21 | 6.95 | 5.75 | 7.62 | 6.13 |
| | National | 579 | 572 | 573 | 573 | 573.5 | 567.9 | 570.3 |

| Assessment: NAPLAN Year 9 | | | | | | | | |
|---------------------------|--------------|-------|-------|-------|-------|-------|-------|--------|
| Section | Statistic | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
| | % Difference | 4.66 | 3.85 | 5.58 | 6.11 | 4.62 | 7.24 | 5.83 |
| Writing | St John's | 616 | 587 | 580 | 587 | 581 | 594 | 564.35 |
| | State | 564.7 | 564.4 | 539.4 | 548.6 | 543.8 | 537.6 | 533.9 |
| | % Difference | 9.08 | 4 | 7.53 | 7 | 6.84 | 10.49 | 5.7 |
| | National | 568 | 566 | 554 | 554 | 550.3 | 546.5 | 548.4 |
| | % Difference | 8.45 | 3.71 | 4.69 | 5.96 | 5.58 | 8.69 | 2.91 |
| Reading | St John's | 587 | 594 | 598 | 607 | 596 | 601 | 604.54 |
| | State | 564.9 | 572.4 | 566.8 | 572.4 | 571.6 | 572.2 | 575.6 |
| | % Difference | 3.91 | 3.77 | 5.5 | 6.04 | 4.27 | 5.03 | 5.03 |
| | National | 574 | 580 | 575 | 580 | 580.4 | 580.2 | 580.6 |
| | % Difference | 2.26 | 2.41 | 4 | 4.66 | 2.69 | 3.58 | 4.12 |
| Numeracy | St John's | 607 | 609 | 611 | 623 | 614 | 620 | 620.1 |
| | State | 577.4 | 574.4 | 574.6 | 573.2 | 579.8 | 584.7 | 581.5 |
| | % Difference | 5.13 | 6.02 | 6.33 | 8.69 | 5.9 | 6.04 | 6.64 |
| | National | 585 | 583 | 584 | 584 | 587.8 | 591.7 | 588.8 |
| | % Difference | 3.76 | 4.46 | 4.62 | 6.68 | 4.46 | 4.78 | 5.32 |

Apparent retention rate:

| | Year Ten Base | Year Twelve | Retention rate % |
|--------------------|---------------|-------------|------------------|
| Number of Students | 94 | 97 | 103% |

Year Twelve student enrolment as a percentage of the Year Ten cohort is 100%

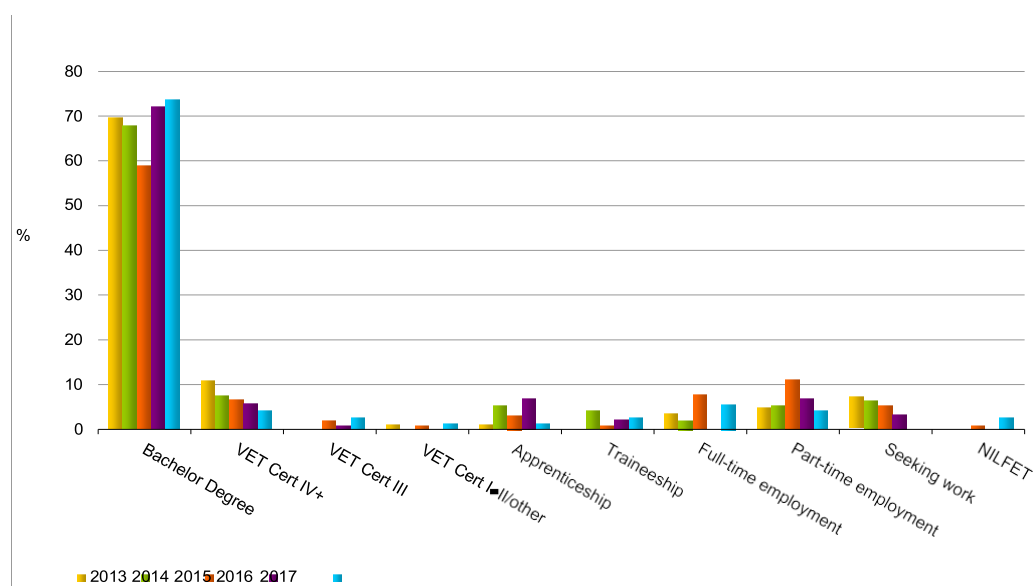
2016 Year Twelve outcomes:

| Outcomes for our Year Twelve cohort 2016 | |
|---|-----|
| Number of students awarded a Senior Statement | 77 |
| Number of students awarded a Queensland Certificate of Individual Achievement | 0 |
| Number of students who received an Overall Position (OP) | 67 |
| Number of students who 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 | 11 |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12 | 69 |
| Number of students awarded an International Baccalaureate Diploma (IBD) | 0 |
| Percentage of Year 12 students who received an OP1-15 or an IBD | 88% |

| | |
|--|-----|
| 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 | 94% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer | 97% |

School response rate to the survey

| Number of Year 12 students in 2016(a) | Number of responses received from students (b) | Percentage response rate (b/a x100) |
|--|---|--|
| 97 | 69 | 71.1% |



Definitions of main destinations (see graph above)

| School Year 2015 | Number of Students in each category | Percentage of Students in each category |
|--|--|--|
| University (degree) | 51 | 73.9% |
| VET total (Cert IV+ III, I-II, apprenticeship, traineeship) | 9 | 13% |
| Working full-time | 4 | 5.8% |
| Working part-time/casual | 3 | 4.3% |
| Seeking work | 0 | 0% |
| Not studying or in the labour force | 2 | 2.9% |
| Total Year Twelve students | 69 | 100% |