



**ST JOHN'S ANGLICAN COLLEGE
ANNUAL GOVERNMENT REPORT
2017**

SCHOOL ADDRESS: Kindergarten – Six: Alpine Place, Forest Lake 4078;
Years Seven – Twelve: College Avenue, Forest Lake 4078

SCHOOL SECTOR: Independent - Anglican

YEAR LEVELS OFFERED: Kindergarten – Year Twelve
(After and Before College Care)

COEDUCATIONAL/SINGLE SEX: Coeducational

Introduction

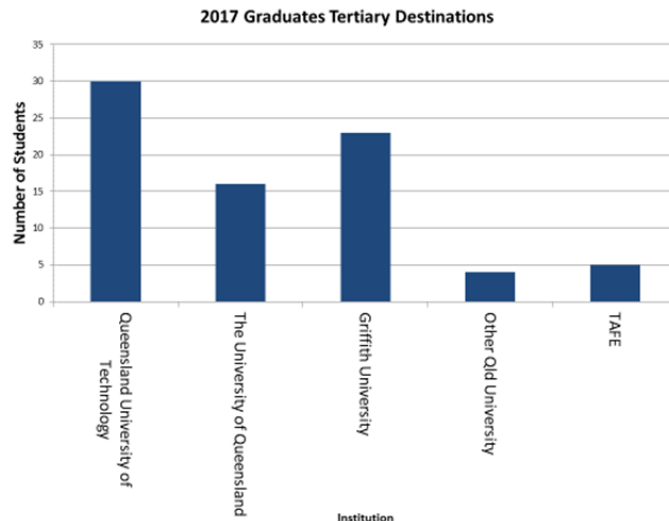
St John's Anglican college provides extraordinary, globally innovative and future focused education from Kindergarten to Year 12. Highlights of the 2017 academic year are included in the following report.

Academic Success

We proudly congratulate our 2017 Year 12 students who have achieved significant success in their Queensland Certificate of Education results. The College Senior Pathways Program has seen all our Graduates achieve the results they needed to pursue further study beyond school in the field of their choice. The graduate class of 2017 have achieved the best overall OP results in the history of the College with 27 of the 73 OP eligible students achieving an OP between 1 and 5. In total 37% achieved an OP between 1 and 5 while 73% achieved an OP between 1 and 10. The exciting news of their achievement followed on from the outstanding QCS results announced earlier where 64% of Year 12 students achieved either an A or a B on the QCS tests. This shows the quality and depth of our senior school teaching programs and approaches which have prepared them well for their future. We were delighted to be placed in the top 30 schools (at 26th) in Queensland in 2017.

While percentages such as these are based only on the OP eligible students, it is important to recognise that 20% of our students took the alternative pathway into TAFE or University with a combination of subjects through our private providers, Axiom College and Binnacle College, providing them with direct entry into Diplomas or Degree courses at university.

More important than these excellent final year results, however, is placement of our graduates into tertiary courses of first choice facilitating a smooth transition into their continuous learning at the tertiary level. This year, QUT and Griffith University were ahead of UQ in the choice of universities for St John's students.



In addition, the combined NAPLAN results of students in Years Three, Five, Seven and Nine demonstrated that the high academic standards of St John’s have been maintained and continued to trend upwards with St John’s placed in the top 5%-10% of all Queensland schools at all levels.

St John’s innovative approach to curriculum furthered its goal to provide an extraordinary, globally innovative and future focused education. Some highlights follow.

St John’s is now authorised to teach the **International Baccalaureate (IB) Primary Years Program (PYP)**. This provides an internationally recognised educational foundation for our students, developing the knowledge, skills and attitudes they need now and in the future. This foundation allows students to delve deeply into ideas and concepts, asks questions about their learning and spend time investigating problems and issues of global importance. Students are already using the inquiry method, working through intellectually challenging units of inquiry and linking their learning to world issues.

St John’s students continued to excel in **national and international competitions** in a range of academic areas. Our team, “The Professors” were finalists in the **2017 Conrad Spirit of Innovation Challenge**, the third year in a row the College was represented at the Challenge at the Kennedy Space Centre, Florida, USA. The College was also represented in the Future Problem Solving International Competition in the United States, and placed third at the International Schools Software Competition in Colombo, Sri Lanka. St John’s also hosted the Australian Conrad Spirit of Innovation Challenge as a lead into the US event.

The **St John’s STEM Institute** programs have been strengthened with new purpose built ‘Maker Spaces’ at both the **Primary and Secondary campuses**. The facilities enable the development of skills for creative thought, problem solving, collaboration and understanding Science, Technology, Engineering and Mathematics (STEM). To encourage development in these areas, we lifted the profile of STEM in the Primary campus through the appointment of a STEM Coordinator. Across the school, Science and Technology classes have inspired creativity in coding and robotics at a large number of internal and external events. Students have also been introduced to our Drone program in Technology courses.

The College continues to value our partnership with the **Confucius Institute at UQ**. The Confucius Institute provided two assistant teachers to work with students of Mandarin Chinese. This program

has provided significant assistance to develop our students' 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.

The latest innovative Program developed by St John's staff comes in the form of the **Year 10 Enterprise Program** which includes financial literacy, innovation in business and entrepreneurship. Networking at the Year 12 Business Breakfast allowed students to meet the local business community and listen to relevant key note speakers.

Staff Development

St John's teachers are actively involved in their own **professional development**, whether completing writing and preparing IB Units of Inquiry, studying Master's degrees, undertaking webinars or attending and presenting at local and international conferences. In 2017, one of our key learning areas has been International Baccalaureate PYP and MYP programs in preparation for our accreditation in 2017 (PYP) and 2018 (MYP).

The College conducted a highly informative **Early Years' Conference** on teaching technology to children from Kindergarten to Year Two. The conference, titled "Where the Wireless Things Are" attracted many teachers from local areas and across the state.

Sport and HPE

St John's is a member of **The Associated Schools sporting competition**. Our Sports programs continue to strengthen and develop with notable success in Volleyball, Tennis and Athletics. The Year Seven and Intermediate Volleyball teams won their respective Premierships, as did the Year Nine Girls Tennis team, dubbed 'The Dream Team'. The Open Boys Athletics team led the way to St John's winning the TAS Percentage Trophy after outstanding success on the track and field.

Old Collegian, Trae Williams, represented Australia in the recent Commonwealth Games in the 100m sprints and 4x100m relay team.

Performing Arts

The **Performing Arts Centre of Excellence** programs made a noticeable impact in our local community and in Brisbane during 2017, with many major events for the Performing Arts occurring July. The Performing Arts Centre was completed and now boasts a new open collaborative learning space which doubles as a foyer for events, instrumental music studios, music classroom, staffroom and recording studio.

These new facilities were completed in time for the College to hold its biannual musical which was **Disney's "The Little Mermaid"**. The production saw St John's use theatrical elements for the first time, from animated project backdrops, flying students, amazing sets, costumes and make-up, bubbles and lots of glitter. These theatrical elements launched St John's into a new realm showcasing to the community what our amazing facilities can do to accentuate our talented students and staff.

Our students made their mark in various music eisteddfods. Our vocal and instrumental ensembles won and placed in various sections of the Ipswich Junior Eisteddfod, Beenleigh Eisteddfod, Brisbane Youth Music Awards and Queensland's most prestigious Performing Arts Competition, Music Fest, where the College received 1 Platinum, 2 Gold and 2 Silver awards.

Pastoral Care

The College appointed a **Service Learning Coordinator** in 2017. Our **Service Life Program**, which builds courage, character and community, provided the opportunity for 38 students from Years 10, 11 and 12 to put “service to others before self” into practice during the College’s **Antipodean Trip** to Cambodia. Students raised over \$15,000 to fund their community projects including the construction of houses, toilets and vegetable and herb gardens in Sambor Prei Kuk village. The students also purchased basic equipment for their families and bikes for the children of one of the families. The also donated some of their fundraising money to improve facilities within the village.

Locally, our **Service Life Program** raised \$24,093.90 for the Leukemia Foundation, Amnesty International, St Hugh’s Inala and Ronald McDonald House through activities such as Pancake Day, Shave / Colour for a Cure, Primary Walkathon and the school dance. The Leo’s Club raised funds for various charities including the RSPCA and continued their involvement in the Adopt a Road program. Secondary students have been involved in assembling care packages for the homeless, giving their time volunteering as tutors in the Homework Club, Inala Refugee Homework Club and assisting at the Helping Hands Food Van based at Ipswich.

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 campus and two at the Primary campus. 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.

The College hosted the first **Australian Prayers Spaces in Schools Conference**. Delegates from the Uniting, Catholic, Anglican and Lutheran traditions attended the conference which was led by Mr Phil Togwell, Director of UK Prayer Spaces. Rev’d Susan Crothers-Robertson also presented a Prayer Space at the Melbourne Prayer Space Conference.

School Community

At the **Annual Old Collegians’ Awards Breakfast**, St John’s celebrated the successes of its Old Collegians across the areas of service to the Community, service to the College, Excellence in the Workplace, and Academic Excellence. The Old Collegian of the Year is Thomas Paul, a graduate of 2004. Thomas’ areas of expertise is finance and we congratulate him, and all our Old Collegians, on their achievements. Zach Raftery, the President of the Old Collegians’ Association noted at the Old Collegians’ Awards Breakfast that “**you might hang up your red blazer after Year 12, but the imprint it leaves on you is permanent**”.

Suzanne Bain

Principal

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

FAICD, FACEL (Q), FAIM

SCHOOL STATISTICS

SCHOOL INCOME

Net Recurrent Income 2017	Total	Per Student
Australian Government recurrent funding	\$6,015,090	\$6,489
State Government funding	\$1,879,114	\$2,027
Fees, charges, parent contributions	\$9,380,962	\$10,120
Other private Sources	\$921,620	\$994
Total gross income (excluding income from Government capital grants)	<u>\$18,196,786</u>	<u>\$19,630</u>

STAFF INFORMATION

Staffing composition

Qualification	Number of classroom teachers and school leaders in 2017	Percentage of classroom teachers and school leaders in the school
Doctorate	2	2.11%
Masters	23	24.21%
Bachelor Degree	65	68.42%
Diploma	5	5.26%
Certificate	0	0

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
80	\$115,947	\$1,450

The participation of the teaching staff both in school and external professional development activities during 2017 was 100%.

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days during 2017.

Number of Staff	Number of School Days	Total Days Staff Absences	Average Staff Attendance Rate
80	185	231.5	98%

For permanent and temporary staff and school leaders the average staff attendance rate was 98% 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
73	69	95%

ENROLMENTS

TOTAL ENROLMENTS: 935 (482 males, 453 females, 0.086% indigenous)
 (Kindy: 26 males, 32 females; Kindy indigenous: 2 females)
 (Primary: 217 males, 198 females; Primary indigenous: 2 males, 2 female)
 (Secondary: 239 males, 223 females; Secondary indigenous: 1 male, 1 female)

KEY STUDENT OUTCOMES

Attendance

Annual attendance rate:

Primary: 93.27%; Indigenous: 92.71%

Secondary: 93.29%; Indigenous: 94.53%

Student non attendance

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

Apparent retention rate

	Year Ten Base	Year Twelve	Retention rate %
Number of Students	114	118	103.5%

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

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 2017. Also displayed are average scores for all Queensland and all Australian schools.

Year 3 2017	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
St John's	475.72	447.02	463.89	476.11	458.83
State Average	425.2	402.3	408.7	437	402.1
National Average	431.3	413.6	416.2	439.3	409.4

Year 5 2017	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
St John's	548.51	486.27	517.2	557.73	548.58
State Average	502.7	461.4	496.5	496	490.4
National Average	505.6	472.5	500.9	499.3	493.8

Year 7 2017	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
St John's	578.13	555.3	585.2	581.08	590.48
State Average	540.3	502.5	546	537.9	549.2
National Average	544.7	513	549.6	541.6	553.8

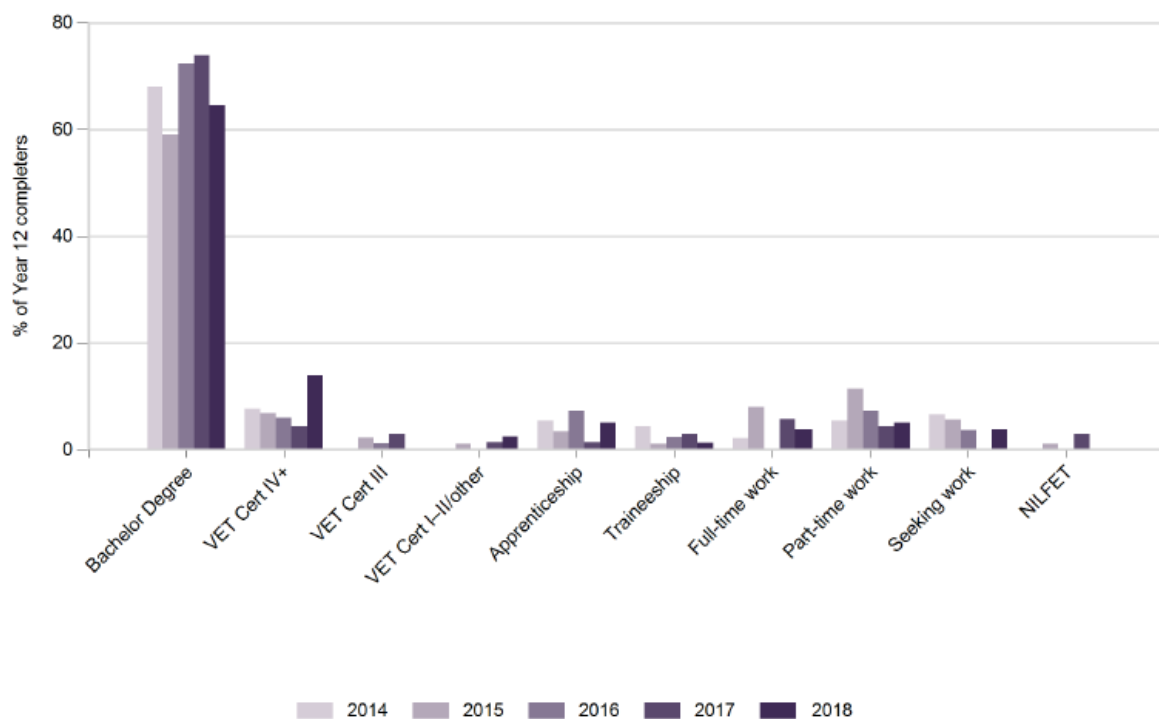
Year 9 2017	Reading	Writing	Spelling	Grammar & Punctuation	Numeracy
St John's	606.54	578.74	602.33	616.12	629.33
State Average	574.9	538.6	576.9	573.5	585.1
National Average	580.9	551.9	581.5	574.1	592

2017 Year Twelve outcomes:

<i>Outcomes for our Year Twelve cohort 2017</i>	
Number of students awarded a Senior Statement	100
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	73
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	3
Number of students awarded one or more Vocational Education and Training (VET) qualifications	32
Number of students awarded a Queensland Certificate of Education at the end of Year 12	100
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	90%
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	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	98%

School response rate to the survey

<i>Number of Year 12 students in 2017(a)</i>	<i>Number of responses received from students (b)</i>	<i>Percentage response rate (b/a x100)</i>
118	79	66.9%



Definitions of main destinations (see graph above)

<i>School Year 2017</i>	<i>Number of Students in each category</i>	<i>Percentage of Students in each category</i>
University (degree)	51	64.6%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)	18	22.8%
Working full-time	3	3.8%
Working part-time/casual	4	5.1%
Seeking work	3	3.8%
Not studying or in the labour force		
Total Year Twelve students	79	100%