



# 2018 ANNUAL REPORT

All Saints Anglican School



# FORWARD

This report is compiled to comply with State and Federal Government Reporting requirements. The School also provides information to the School and wider community through the Annual Report available via the website each year, various publications and other documentation provided by the School from time to time.

## SAINTS ALIVE

Saints Alive is the School's weekly newsletter. In addition to students' individual diaries, it is the conduit of information from the School to home, and is available to all parents via the school website and app. The newsletter includes information from the Junior, Middle and Senior Schools, as well as Chaplaincy matters and other departments including Sport and Performing Arts. The Parents and Friends Association uses the newsletter as a vehicle for communication to organise events throughout the year.

## THE SAINTS

The Saints is a magazine that is produced twice a year. It maintains links with parents, grandparents, past students and other All Saints community members. This publication keeps the All Saints community informed of the achievements of students and staff, as well as the School's exciting initiatives.

## OMARU

Omaru, which means 'beautiful, peaceful place' in the aboriginal dialect, reflects the environment in which we work, study and play. This annual publication is an accurate and comprehensive journal of the school year. The first edition was produced at the end of the School's Foundation Year in 1987. Each family receives a copy, prior to the end of the academic year.

## PARENT LOUNGE

The Parent Lounge is a communication tool that provides parents with up-to-date information from the School on events, notices and various activities. There are also a number of features that allow parents to change personal details, book interviews and pay school fees. The Parent Lounge is accessible via the school website.

## ALL SAINTS PORTAL

The All Saints Portal enables remote access to key network services for staff and students. File storage, email, personal bookmarks, the school intranet, online learning communities and other educational resources are available via the portal. The portal can be accessed from a link on the school's website [www.asas.qld.edu.au](http://www.asas.qld.edu.au) and is protected via a secure log-in for staff and students.

# CONTENTS

## OUR SCHOOL

- 4 Introduction
- 4 Vision
- 4 Mission
- 4 Pledge
- 5 Aims and objectives
- 5 School Council
- 5 Enrolments
- 6 Student body
- 6 Teaching and learning
- 8 Curriculum Offerings
- 9 Co-curricular activities
- 10 Pastoral care
- 10 Student counselling
- 11 Leadership
- 11 Parental involvement
- 13 Past Students
- 13 Student Opportunities
- 14 Satisfaction data
- 14 Technology
- 14 Facilities
- 18 Christian Ministry
- 19 Junior School
- 22 Middle School
- 24 Senior School
- 25 Vocational Education and Training
- 25 Performing Arts

## OUR STAFF

- 28 Professional development
- 28 Staff attendance
- 29 Retention rate
- 29 School income by funding source

## OUR STUDENTS

- 30 Student attendance
- 30 NAPLAN
- 32 Apparent retention rates Years 10 - 12 10
- 33 Post-school destinations of 2016 graduates-

## SCHOOL PROFILE

Independent - Co-educational  
Pre Prep - Year 12

## SCHOOL DETAILS

Highfield Drive, Merrimac  
Queensland 4226 Australia  
Phone: 61 7 5569 0366  
Email: [enquiries@asas.qld.edu.au](mailto:enquiries@asas.qld.edu.au)

[www.asas.qld.edu.au](http://www.asas.qld.edu.au)  
[www.facebook.com/allsaintsanglicanschool](http://www.facebook.com/allsaintsanglicanschool)

# OUR SCHOOL



## INTRODUCTION

All Saints was established as an Anglican Independent Day School in 1986. It is situated in Queensland's south-east corner, one hour's drive south of Brisbane and centrally placed on the Gold Coast, five minutes drive north of Robina Town Centre. A co-educational day school, All Saints caters for boys and girls from Pre Prep to Year 12.

## VISION

All Saints is a world class Christian school where everyone joyfully reaches their full potential.

In this School students and members of staff will act confidently and considerately, rejoicing in the knowledge that they are giving their best in a community where they belong and are valued. They will be aware of the integrity that flows from balancing their spiritual, academic, social, emotional, physical and creative impulses. A sense of wellbeing and optimism will characterise all aspects of school life.

## MISSION

To have passionate, sensitive and intelligent staff who are nurtured and inspired to work together to fulfil the vision of the School.

Every member of the All Saints community is aware of the vision of the School and of their role in enacting that vision. Regular, honest and thoughtful communication between all members of the community reassures stakeholders who know they have a voice which is valued and heard.

## PLEDGE

All Saints Anglican School will treat with care and respect all people involved in its communal life in the certain knowledge that each is precious, worthy and loved by God. We aim to honour our founding creed of 'Truth, Faith and Compassion' and to foster an environment in which the Gospel is lived as well as taught and where the quality of life enhances the quality of performance.

## SCHOOL COUNCIL

One of the keys to the success of All Saints over the years has been the stability of its governance and management through the School Council.

Since its foundation, All Saints has had only two Headmasters, three Chairs of Council and a cohesive School Council which, although it has seen some change over its 31 years, has maintained great stability. One member of Council has been a member since the foundation of the School and a number of other members have served for 20 or more years.

Of huge value to the School, in relation to the School Council, is the cohesive and harmonious way in which it has conducted its affairs since its original formation over 31 years ago. Each member comes to the table with the sole objective being the best interests of the School and, in particular, the student body. The ideal of serving the best interests of the student body as a whole remains central to the focus of every member of Council.

## ENROLMENTS

In 2018 All Saints Anglican School had 1,842 enrolled students, comprising 1,757 day students and 85 international boarders.

## STUDENT BODY

The student body at All Saints is a delightful potpourri of race, cultural identity and creed, with a current domestic enrolment of 1,757 and an international cohort of 85. Many of our domestic students have joined us from different countries of origin and fifteen countries are represented in our international cohort, with the largest groups coming from Asian countries. We also have a number of indigenous students enrolled across year levels.

## TEACHING AND LEARNING

Our commitment to teaching and learning lies at the heart of everything we do at All Saints. Our goal is simple; to encourage each student to reach their potential by striving for excellence in all that they do. We support them in this by providing the best possible resources, both human and physical, and by building constructive relationships between staff and students.

All Saints Anglican School has designed its curriculum to provide a continuum of experience and knowledge acquisition from Pre Prep to Year 12. Emphasis is on the education of the whole person - intellectual, cultural, physical and spiritual.

We believe at All Saints that learning should be fun. We want our students to enjoy their school days, and our staff challenges the notion that learning must be relentless and repetitive if it is to be rigorous. We are proud to let our results over the years speak for themselves, and proud too of the continuing commitment we make each year to the promotion of engaged and effective teaching and learning in every area of the curriculum.

We are working to ensure that we have teachers who support each other, who reflect on their practice as a matter of course and who are given formal opportunities to do this, who are passionate about what they teach, who take a personal interest in the progress of each student in their classes and who seek to build a positive and purposeful relationship with every one of them, who are optimistic, conscientious, honest, compassionate and who, however good they might be, are determined to improve their practice as each year passes.





## CURRICULUM OFFERINGS

### VOCATIONAL EDUCATION AND TRAINING PROGRAMMES

All Saints Anglican School is a Registered Training Provider (RTO ID 30211) for qualifications in Hospitality, Business, Live Production and Services, and Information, Digital Media and Technology. Hospitality students are able to develop their skills in real-life settings in our Heavens Above Restaurant. Our Live Production students work on 'live' events in our Nairn Theatre including school musicals, concerts, performances and assemblies. Our IT and Business students perform business administration and IT tasks for school staff which enables them to practise the skills they learn as part of their qualification.

Additionally, students are able to undertake Vocational Education and Training courses off-campus with other training providers (e.g. TAFE) and a range of private providers. Some courses on offer are Fashion Design, Photo Imaging, Make-Up, Early Childhood Education, Health Services, Fitness, Multimedia, Automotive Services and Construction. Students can also participate in School-based traineeships and apprenticeships (SATs) as a further vocational option. Sport & Recreation, Hairdressing, Automotive, Hospitality and Live Production. Students participating in SATs will spend one day per week for a minimum 12 month

period 'on the job' and will undertake formal training throughout that 12 month period to earn a nationally recognised qualification.

### INTERNATIONAL EDUCATION

Since 1998, All Saints has been at the forefront of International Education, with the establishment of our purpose-built international student boarding house, catering for up to 40 students from overseas. At any given time, students from as many as 14 different countries might be represented at All Saints, with our emphasis firmly on the belief that, only by fostering mutual understanding and trust between the nations of our world, are we likely to groom our students for a peaceful future.

Our International Education Programme offers English Language Preparation for High School study, with an aim of smooth transition of well-prepared international students into the mainstream programme. International students are supported by a professional, dedicated TESOL qualified and largely multi-lingual staff, who understand the special needs of students who are studying a long way from home.

In addition to welcoming young visitors from all corners of the globe, All Saints also provides the opportunity for local students and staff to travel to a variety of international destinations including:

- A biennial trip to France
- A biennial trip to Japan

- A biennial trip to China
- A biennial Visual Arts tour to Europe
- Regular overseas sporting tours
- An annual exchange with College Sacre Coeur in New Caledonia
- A biennial Service-Learning expedition to Tanzania
- Numerous Gap placements in England and Scotland for graduating students.

### CHRISTIAN VALUES

At All Saints, we all work together to make our School a place where the Gospel is lived as well as taught. To this end we have developed a vibrant Ministry Team comprised of an ordained School Chaplain, and three assisting chaplains. Christian values permeate all areas of School life, and our staff and students are encouraged to reflect upon and explore the challenges implicit in the spiritual journey. We have become quite adept as a society at nurturing our physical and emotional well-being, but we are born with a spiritual identity too, and young people need some guidance in this area more than ever before. The restlessness that pervades modern life is due in part to society's attempt to fill the void left by the absence in so many peoples' lives of a sustaining religious faith. We must expect our young people to question aspects of their faith which they find difficult, but we must also provide them with a framework upon which they can rely when the questions become more urgent.

## CO-CURRICULAR ACTIVITIES

### MUSIC

All Saints Anglican School has established an outstanding reputation for Music and the Performing Arts, regularly excelling in State and National Eisteddfods and competitions. Our major orchestras, concert bands and choirs enjoy an enviable reputation, both on the Gold Coast and in the wider Queensland community. Students can choose from a huge variety of ensembles including Concert Bands, String Orchestras, Traditional and Contemporary Choirs, Guitar, Woodwind, Brass, String and Percussion Ensembles and Big Bands. Our outstanding Performing Arts venues, the Nairn Theatre and the Holloway Music Centre are professional standard venues - places in which our students can excel.

### DRAMA

Students at All Saints are encouraged throughout their schooling to involve themselves in our extensive curricular and co-curricular Drama programmes. Most Music and Drama performances take place in the Nairn Theatre, a space conceived on a breathtaking scale.

### SPORT

Sport at All Saints is about commitment, teamwork and enjoyment at all levels of competition. All students from Years 3-12 participate in Inter-House swimming, athletics and cross country competitions, and the opportunity exists for many to advance to District, Regional and State level in these and other sporting disciplines. As Members of the Association of Private Schools, a group of eight Gold Coast independent Schools, All Saints' students are assured of regular and challenging competition.

In addition to the above, students are given the option of participating in various sporting activities and clubs including Rugby Union, Water Polo, Netball, Softball, Soccer, Touch Football, Hockey, Basketball, Tennis, Volleyball, Cricket, Australian Rules Football, Fitness and Skill development.

### ACTIVITIES AND CLUBS

Activity and Club afternoons are organised by staff on a regular basis each term. Groups participate in an ever-changing array of co-curricular activities including:

- Amnesty International
- Auskick
- Chemistry
- Chess
- Debating
- English
- Equestrian
- Film & Multimedia
- Gardening
- Karate
- Kids Club
- Maths
- Public Speaking
- Robotics
- Running Club
- Saints Outreach Service
- Science Expo
- Sewing
- Sustainability
- Swimming
- Textiles
- Theatre
- Technicians
- Yoga

### OUTDOOR EDUCATION

The Outdoor Education Programme at All Saints tries to emulate Kurt Hahn's philosophy by exposing students to a variety of opportunities and challenges inspired by outdoor activities and pursuits, including participation in the Duke of Edinburgh Award programme.

The programmes offered in each of our three schools aim to enhance personal growth through the development of the whole person. In achieving this aim, students are exposed to situations in which they can build relationships, use problem-solving strategies in challenging situations, work as a team, acquire an appreciation of and respect for the natural environment and develop a sense of community and learn valuable new skills.

## PASTORAL CARE

Life is a profoundly wonderful gift, but it can, of course, be challenging too. There will be times when we feel misunderstood and alone. At All Saints we accept that some of our students will occasionally need a little extra help, and we make it our business to be available to them when they do. Every academic staff member at All Saints is involved in the pastoral care programme of the School. Experience suggests that students in need will often approach their favourite teacher for some friendly advice, and it is the staff's willingness to provide this advice that is the cornerstone of our pastoral care programme. It is in such informal interaction that many minor frustrations and concerns can be addressed and solutions achieved.

From time to time, students will have special needs relating to their academic performance. Some students will need to be challenged more directly in order to keep them engaged, whilst others might need specific help with particular aspects of their learning. To this end, a dedicated team of specialist teachers offers specific educational support to those students who may need it.

The secret to any successful pastoral care programme is awareness, and at All Saints we pride ourselves on getting to know the child. By building positive relationships between staff and students so that a true sense of partnership develops, we are better positioned to detect those slight changes in behavioural patterns that can indicate a problem.

Once a problem has been shared and talked through with someone the student trusts, it never seems quite as insurmountable. The building of positive relationships is the cornerstone upon which our pastoral care programme is constructed.

### BUDDY PROGRAMME

In teaching values such as commitment to others and the importance of community, All Saints offers buddy programmes across all three schools, with older students visiting younger students to offer their support and friendship.

### SAINTS OUTREACH SERVICE

The Saints Outreach Service offers older students in the Middle and Senior Schools a chance to establish constructive links with the wider community by donating their time and the funds they have raised to those in our community who most need it. Each year the School conducts a 'Giveathon Day'.

This involves the entire School stopping for part of the day to reflect upon the blessings we have been given, and to then engage in activities from which sponsorship has previously been sought. The monies raised are then disbursed by the SOS Committee to the wider community. The 'Giveathon Day' has quickly established itself as an annual event in the School's calendar. Since the initiative started in 2002, over \$1,000,000 has been raised and distributed to various charities.

### CAREERS

Our commitment to our students extends beyond their graduation. We like to think that the relationships we build with the students will endure. One way in which this finds expression is in our determination as a School to support our young people to identify pathways for which they are well suited, and which seem likely to lead them towards an interesting and fulfilling life. An extensive Careers Programme is offered to students in Year 10, followed by individual counselling and careful monitoring of academic progress during their last two years of school. The purpose-built Careers Centre provides the counselling and resources for students and families to assist in the career pathway decision making process.

### HOUSE SYSTEM

The overwhelming advantage of our three schools in one, is that the concept of the core teacher extends to the completion of Year 9. Whilst all students in the School are placed in a particular House, from Prep to Year 9 the primary provider of pastoral care is the student's core teacher. As they progress to a subject-based curriculum in Year 10, the focal point for the provision of pastoral care moves to the House System, which becomes the driving force behind ensuring their wellbeing in the Senior School involving a Director of Pastoral Care, eight Heads of House and 24 House Tutors.

## STUDENT COUNSELLING

Our three school psychologists utilise a triage model of service provision in the School to ensure students' needs are met in an effective and timely manner. They provide assessment, intervention and referral services to students in Pre Prep to Year 12.

Individual and small group interventions focus primarily on school-based needs including developmental issues, emotion management, mental health, behaviour management and learning needs. Brief assessment and support services are also offered to families to support with critical times of change, effective communication and parenting skills.

## LEADERSHIP

In the healthy development of young minds and hearts, All Saints believes it is important to provide young people with as many leadership opportunities as possible. Students at every year level are given many occasions to show their leadership skills, with opportunities enhanced by our three school structure. The Year 12 Leadership camp provides as many as 80 students (all elected by their peers into positions of responsibility) with various different roles, learning how to work together as a team to lead the School with distinction, honour and compassion.

## PARENTAL INVOLVEMENT

At All Saints we believe strongly that when we enrol the child, we also enrol the whole family, and we therefore look to our students' families and friends to support us in our mission to educate and enlighten them. All Saints is able to flourish because of the strength of its communal relationships. Without the support of our parents and friends both within and beyond our community, we simply could not have grown with such confidence and self-belief.

### PARENTS & FRIENDS ASSOCIATION

The P&F is an integral part of the All Saints community. It has clearly defined goals to assist in serving the School community. These are summarised in its Constitution as a determination:

- To foster and promote the interests of students at the School
- To foster parent-teacher-student understanding and communication
- To foster friendship within the School community
- To assist in the improvement and maintenance of the School facilities. The philosophy of the P&F is that "funds are raised only after friends are raised; that without the building of a community spirit and the establishment of friendships little else can be achieved."

### FRIENDS OF ALL SAINTS

The Friends of All Saints is the foundation arm of the School, and has assisted greatly in the fabric and development of our outstanding facilities. As well as administering the School Building Fund, the Friends is responsible for running the All Saints Pre Prep Centre, the Extended Learning Trust (International Education), the School Shop and a host of 'friend raising' activities which include a biennial Grandparents' Day.





## THE IMNAU FOUNDATION

The Imnau Foundation Trust was established in 2002 as a result of the ongoing support and efforts of the Arman family which has a long-standing relationship with All Saints Anglican School. The main objective of the Trust is to provide assistance for education at our School for students or prospective students who demonstrate financial or social need together with the potential to do well. In particular, the Trust will “promote, encourage and facilitate the advancement of education and reflect humanitarian, altruistic, social and cross-cultural values to be implemented by non-discriminatory, non-sectarian and non-religious means.”

## ADDITIONAL CLUBS

Also under the umbrella of the P & F are five additional clubs: The All Saints Swimming Club, The Friends of Music, the Rugby Supporters Group, the Basketball Supporters Group, Friends in Need.

## PAST STUDENTS

At All Saints our commitment to our students does not end with their graduation. We continue to offer support and interest in their progress beyond School, and much of the positive energy this generates flows through the Past Students Association. The PSA organises a variety of activities, which seek to combine the twin goals of raising both friends and funds. The Association began in 1994 and has already made a significant contribution to the enhancement and development of School facilities.

## STUDENT OPPORTUNITIES

At All Saints we place an emphasis on the individual child, setting benchmarks and goals that are appropriate to each student’s level of learning.

Regular conferencing with parents enable us to solicit their help in developing and monitoring a learning plan for their child, and encourage an ongoing dialogue about what expectations are reasonable. Our extensive Learning Support programmes combine with our Learning Enrichment programmes to offer those children who need extra support or greater challenge in their learning to receive the encouragement they require.

### Our Learning Support programmes include:

- Withdrawal from class to work one-on-one with specialist Learning Support teachers
- Learning Support teachers sitting with specific students in a class setting
- Regular testing of students with special needs to ensure that the help the School provides is specifically targeted
- Organised tutorial sessions in the areas of literacy and numeracy
- Visits from outside specialists (speech therapists etc) to work with children with specific learning needs
- Use of technology to support children with specific learning needs (hearing loops etc).

### Our Learning Enrichment programmes include:

- Withdrawal from class to work with specialist Learning Enrichment teachers
- After School clubs and societies
- Maths Club
- The Wonder Space
- Infinity Programmes
- Pegasus Creative Writing Competition
- The study of university courses in the senior years of schooling
- Access to a variety of national and international competitions
- Regular invitations for residencies to scholars from the world of academia to work with identified students who require extension learning.

In addition to Learning Support and Enrichment programmes, we also have a well-established Careers and Vocational Education department that offers Senior students opportunities for work placements, courses at TAFE, and ongoing advice on choosing a career.

### In the Performing Arts:

- The board subject Music Extension is offered to students who wish to extend their performance skills and/or prepare for tertiary study in music and possibly gain credit towards their OP.
- A school musical is provided every two years to extend students and provide scope for student talent beyond the curriculum (for example, Dance which is not taught at the school).
- The Nairn Theatre allows scope for outside organisations (such as NIDA) to run conferences and workshops at the school. The school students benefit from such conferences with opportunities to gain places in such courses.
- Guest clinicians and industry professionals with expertise in music, drama and technical theatre regularly workshop students.

- Our biennial concerto competition provides opportunities for our elite musicians to prepare a professional concerto with orchestral accompaniment.

Finally, our pastoral care programmes from Pre Prep through to Year 12 are designed to remind each child how infinitely precious and worthy they are, both in the eyes of God, and in the eyes of the world. We seek to add value to their lives by encouraging within each child a sense of gratitude and peace, and by encouraging them to embrace in their daily lives the qualities embedded in the School motto – Truth, Faith and Compassion.

## SATISFACTION DATA

The Headmaster receives numerous letters of thanks from parents each year, which are kept on file at the School. Apart from excellent retention rates, the School has been blessed with a long waiting list of students seeking entry into the School, which attests to our reputation in the wider community. Members of the Executive team including the Headmaster attend each Parents and Friends monthly meeting, where open and honest dialogue is encouraged.

Concerns about aspects of School policy or operation are openly discussed and addressed at these meetings, which provide a most useful tool for our commitment to continual and proactive improvement. Regular Parental Satisfaction Survey, show feedback that is overwhelmingly positive. The three Heads of School (Junior, Middle and Senior), the Headmaster and Chief of Staff all operate 'open door' policies, and there is a general understanding among the staff of the School that we cannot possibly attend to the students' learning and pastoral needs without an open and ongoing dialogue operating between the School and the home.

## TECHNOLOGY

Staff and students have access to a wide range of technologies to complement and support the academic program. All teaching spaces are equipped with data projection or interactive whiteboard technology with wireless connection, either pen or touch enabled.

The successful 1:1 program which commenced in 2017 with Year 10 was extended to Year 7 and Year 4 in 2018. Middle School students in Year 8 and 9 enjoy a school provided personal device. The iPad BYOD program is fully operational in Year 5 and 6, complemented with access to 1:1 pen enabled personal device which allows all students to take full

advantage of our software investment in the Office 365 environment. This will continue to roll out in subsequent years and by 2019 all Senior School Students will have a 1:1 pen enabled device, and this will increase to all students from Year 4 through to Year 12 in 2020.

All academic staff are provided with their own laptop. The school has over 200 wireless access points so students' learning can be flexible, and enables teachers to take advantage of all our facilities when planning learning experiences.

The technology available for teachers to provide innovative learning experiences for students extends to 3D printers, laser cutters, robotics equipment and a Multimedia lab fully equipped with a green screen facility for special effects generation, sound studio and an extensive range of cameras, both video and still, drones, audio recording devices and multimedia equipped computers. In 2018 the school has commenced implementing the Learning Management System (LMS), Schoolbox, that will enable teachers to provide further innovative learning experiences.

## FACILITIES

We offer well-equipped, modern classrooms throughout the campus. Each school has specialist learning areas for the Creative Arts, Music, Health and Physical Education, Information Technology and Languages.

The Middle and Senior Schools each have Science laboratories and specialist areas for Textile and Food Technology. Additionally, there are two fully equipped libraries. The recently renovated Yvonne Bain Resource Centre and Library incorporates state-of-the-art learning and collaborative spaces available to students during and after School for research. This facility is opened until 6:00pm each weekday during term time. The centre also contains The Wonder Space: a cutting edge physical and technological facility comprised of two zones designed, furnished and resourced to cultivate whimsy and creativity, to promote intellectual contemplation, and to allow for personal reflection. The Centre is also home to a film-making studio as well as a multimedia centre where students can explore the latest in multimedia production and its application across the curriculum, or perhaps create an original production for our annual short film festival, 'Shindig'.

In recognition of the vital importance of the early years of schooling, All Saints has invested, with the help of a generous grant from the Rudd government's 'Building the Education Revolution' project, a superb Prep and Pre Prep Centre



that boasts state-of-the-art facilities for our newest recruits. Expansive play areas and bright, spacious classrooms ensure that our youngest students get the best possible start to their formal education.

Manual Arts, Technology Studies and Graphics classrooms contain computer-aided design and drawing, wood, metals and plastics fabrication, electronics and pneumatics machinery.

In March 2012, the stunning All Saints Chapel was consecrated by the Most Reverend Phillip Aspinall, Archbishop of Brisbane. This facility has become the centrepiece and spiritual heart of All Saints Anglican School.

The Middle School Lecture Theatre, with tiered seating for 160 incorporating multimedia technology, is an integral part of teaching and learning in the School.

The Nairn Theatre is acknowledged as one of the finest school theatres in Australia. Its superb acoustics makes it a highly sought after venue for lovers of Music. The sheer scale of its conception has fuelled enormous interest in both the Performing Arts and Technical Theatre. As well as a 200 seat experimental theatre on the ground floor, the Nairn

Theatre also boasts a 530 seat auditorium, a huge stage, a generous orchestra pit and countless areas for props and costume storage.

Standing as a bright sibling to our impressive Nairn Theatre, The Holloway Music Centre serves as a superb home for our musical aspirations and incorporates the very latest in acoustic design. Sixteen private studios are complemented by two large rehearsal areas, each capable of accommodating a full orchestra, whilst elsewhere there are numerous teaching areas designed to cater for specific instruments, and a computer laboratory for the purposes of Music Education lessons. This building underscores our seminal belief in the importance of music and the performing arts to the personal development of our students, and we are delighted that over 700 of them learn a musical instrument.

The Health and Physical Education Centre contains a large sports hall, measuring 30m x 40m, for basketball, netball, volleyball, soccer, hockey and other indoor games, a Physiology testing laboratory with a superbly equipped weights room, a management centre for the Health and Physical Education staff and eight change rooms on the lower level which are situated alongside the

25 metre enclosed heated swimming pool. This facility has now been complemented by the new John Fradgley Indoor Sports Centre which boasts two full sized basketball courts, staff facilities and change rooms.

The Careers Centre is a resource centre where students can source information regarding future careers. The Careers Centre allows students to undertake independent research using university, apprenticeship and short course brochures.

Additionally, students and families are able to meet with our Careers Counsellor to discuss career options, pathways, courses and other opportunities. The Careers Centre also has a multi-use space for students to study independently or to hold student meetings.

The VET Study Centre is a purpose-built space for our vocational students. Students are able to work independently on theory work associated with their courses and traineeships. Visiting Trainers are also able to meet with students to work one-on-one on vocational qualifications in one of two meeting rooms. The Boardroom is located in that space also and this is where our Certificate III in Business and Diploma of Business classes are held. The class is

delivered in a business-setting, a boardroom table, to encourage students to interact as business people.

Our commercial kitchen and training restaurant, Heavens Above, offers students a chance to learn valuable skills in the Hospitality area leading to a nationally recognised qualification. This facility allows the School a large degree of flexibility in meeting its catering needs, whilst providing invaluable experience for those enrolled in Hospitality classes.

International House has modern accommodation and specialist learning facilities. There are twenty double bedrooms where students are supervised by multilingual resident staff. The learning centre encompasses tutorial rooms fully equipped with the latest computer technology with full access to the School's computer network, the internet and other information resources.

The Centre for Scientific Inquiry offers state-of-the-art facilities for students from Prep to Year 12. The Centre includes a wet area for fish breeding programmes, two Biology labs, two Physics labs and two Chemistry labs, all with large preparation and withdrawal areas. It also has a Biomechanics



lab, a Senior School staff working area and a 200 seat multi-purpose auditorium.

Sporting facilities include nine main playing fields and practice facilities for cricket (one turf and two artificial wickets), hockey, rugby, soccer, softball, athletics, and cross country, seven tennis courts, ten netball courts, six basketball courts, two volleyball courts and a short golf course. There are also two 25 metre pools, one of which is enclosed and heated with an attached 10 metre x 5 metre learn-to-swim pool.

## CHRISTIAN MINISTRY

### COMMITMENT

We believe that an integral part of any child's education should include some contemplation of those 'overwhelming questions,' which will continue to haunt them as they move towards and beyond adulthood. To allocate four full-time members of staff dedicated to Christian Ministry is an indication of how central we believe the development of a spiritual identity is to a student's wellbeing.

Christian Living is taught formally throughout the School. However, we believe that all ministry work is essentially relational, and we are constantly seeking avenues of informal engagement with students and staff through small groups and informal conversation.

### LINKS WITH THE LOCAL CHURCH

We are also acutely aware of our responsibility as an Anglican School to support the Church in every way we can. With this in mind, we have established close links with Anglican Church Robina collaborating with them in worship, community and teaching opportunities, and actively advertising and supporting one another's worship services.

### PROGRAMMES

While much of the ministry we deliver happens in class or at weekly Chapel worship, there are further opportunities for students to explore Christianity. Annual age-appropriate Family Services are offered from Pre-Prep to Year 12. Parents are encouraged to support their children by attending these services. Baptism and Admission to Communion are offered at various times throughout the year. A number of evening services are provided for students, their families and staff with themes relevant to the life of the School. We offer several programmes that are voluntary and available to students, parents and staff.

Confirmation is also available to Senior School students. Those who wish to formally confirm their faith are prepared at School to come before the Bishop for 'the laying on of hands'. Parents and staff are invited to attend early morning discussion and prayer groups and the occasional Eucharist service.

### CHRISTIAN PASTORAL CARE

Our ministry team, through the Chaplain, offers spiritual pastoral care in the form of hospital visiting, bereavement counselling, and services including memorials and funerals. It is the prerogative of present and past members of the School community to make use of the Chapel and Chaplain for weddings and baptisms.

### SERVICE LEARNING (Prep-Year 12)

A Service-Learning initiative was introduced at All Saints in 2008 and has made wonderful progress in the life of the School. It aims to offer all our students the opportunity to actively engage with both local and global communities by embedding the importance of acts of service into all areas of the curriculum. It is therefore a teaching method or pedagogy that connects our learning with service and community engagement. It develops character, as well as talent, through the educative process. Examples of Service-Learning projects at All Saints can be seen via the School's website.

## JUNIOR SCHOOL

Every builder knows that the most important stage of the construction process is to lay a solid foundation. This holds true for education, with all available research suggesting that the primary years (Junior School) of schooling are absolutely critical in preparing a young person for a successful future.

Junior School is a critical period for developing the skills needed to succeed at school and beyond. They are vitally important to get right and to achieve this end our programs provide young children with opportunities to enquire, develop independence and self-management skills and strengthen literacy and numeracy strategies. From Pre Prep to Year 6 our curricular and co-curricular agenda aims to provide students with the tools they need to become life-long learners. We strive to guide today's learners to become tomorrow's citizens of the world through programs that complement the development of self-confidence, good character and social conscience.

As students transition through the Junior School every opportunity to learn is grasped and maximised. We offer an increasingly broad curriculum that is rich with experiences designed to ignite passions, identify talents and strengthen a curiosity for learning.

The most current research suggests that in collaboration with the implementation of the formal curriculum, combinations of the following types of learning experiences represent the strongest foundation for learning. From a teaching and learning perspective these are the building blocks to learning for life central to our Junior School philosophy:

- Social and emotional competence with a focus on social learning and independence.
- Health and physical wellbeing, particularly in making healthy choices and gross and fine motor development
- Language development and communication, focusing on oral language and early literacy
- Early mathematical understandings
- Active learning processes with a focus on thinking, investigating, imagining and responding
- Positive dispositions to learning





### PRE PREP

All Saints Anglican School offers Pre Prep for children in the year prior to Prep. This year level is the main entry point to the Junior School. Children need to have their fourth birthday in the first six months of the Pre Prep year in order to be eligible for this programme. The Pre Prep Centre is open during School terms only.

The programme:

- Recognises individual differences and sets appropriate goals for each child
- Educates the whole child - physically, socially, emotionally and intellectually
- Responds to the needs of the child.

The children learn to co-operate, problem solve and think laterally. They learn language skills, mathematical concepts, persistence and concentration, the value of curiosity, self-confidence, co-ordination, healthy attitudes and values.

Once learned, these skills will form the basis for the more formal learning the child will undertake at school. Pre Prep has an intimate, family atmosphere where children are challenged to develop physically, socially and cognitively. It is a caring, vibrant place where children are able to express themselves both through play and in planned, structured activities using the wide variety of resources at the Kindy's disposal.

### PREP - YEAR 2

The Early Years at All Saints comprises of students in Prep to Year 2. Our strong focus and commitment is on developing every child's social, emotional, physical and cognitive abilities in a nurturing and engaging learning environment. Our vision of the Early Years views all children as being competent and capable with our implemented curriculum responding to the developmental needs and interests of each child. Activities are planned across a broad developmental spectrum so that students can access learning according to their needs.

The bases of literacy and numeracy are laid during this period and the acquisition of these complex skills is very much determined by each child's individual level of maturity and independence.

Emphasis is given to developing reading, writing and mathematical skills. Children are introduced to the concept of working as an individual and also as a member of the group. Whilst the core subjects of Mathematics, English, Science, History and Geography are offered by the class teacher, children also experience specialist tuition in Art, Music, Physical Education, Christian Living,



Technology, Drama and Communication, Dance and Library. Chess is introduced at Year 1. These lessons help children learn to become real world problem solvers. There are fun, educational days when our students are able to dress up as their favourite fairy tale character, become a pirate at Sea World for the day and learn about our fragile environment through the eyes of a worm or spider! We aim to have happy children who have a love of learning and are excited about their experiences at School.

### YEARS 3 - 6

Central to the academic programme in the Junior School are the following core subjects taught by class teachers:

- **English:** The English curriculum contains three components: Speaking and Listening, Reading and Viewing, Writing.
- **Mathematics:** The curriculum consists of five major topics: Number, Measurement, Chance and Data, Space and working mathematically.
- **Science:** The programme involves students and teachers 'working scientifically' across the various scientific strands: Science and Society, Earth and Beyond, Energy and Change, Life and Living, Natural and Processed Materials.

- **Geography:** Geography is a structured way of exploring, analysing and understanding the characteristics of the places that make up our world, using the concepts of place, space, environment, interconnection, sustainability, scale and change. It addresses scales from the personal to the global and time periods from a few years to thousands of years.
- **History:** The curriculum generally takes a world history approach within which the history of Australia is taught. It does this in order to equip students for the world (local, regional and global) in which they live. An understanding of world history enhances students' appreciation of Australian history.

### SPECIALIST CLASSES

Specialist staff support the following areas:

- **Art:** Students from Prep-Year 6 are encouraged to express themselves freely in a visual form through their weekly hour with a specialist Art teacher.
- **Christian Living:** Amongst our Junior School students, Gospel values are shared by loving example and encouragement. Informal Chapel Services occur from Years 1-6.

- **Languages:** Foreign languages commence at Year 6 with children participating in Mandarin, French and Japanese.
- **Music:** Each class in the Junior School participates in two half hour sessions of class Music each week. All students in Year 3 learn the violin as part of our classroom programme while Year 5 students have the opportunity to learn woodwind, keyboard, brass or percussion instruments as an integral part of their lessons. Choirs, orchestras, bands and ensembles are also offered to Junior School students.
- **Physical Education:** A healthy mind, healthy body is the cornerstone of our Physical Education programme. Students from Prep-Year 6 participate in a programme that includes swimming, athletics, cross country, minor and major games as well as the perceptual motor programme for younger students. Inter-School sport occurs for children in Years 4-6 as part of the Associated Private Schools competition.
- **Technology:** All Saints Anglican School has long been a leader in technological innovation. All classes have access to class sets of laptop computers and ipads. Children in Year 4 commence an 1-1 Laptop programme and this device moves with them through the final three years of their Junior School education. Complementing our in-class programme, Junior School children from Prep to Year 6 participate in Technology activities in our Technology Centre. This programme encompasses the exploration of Multi Media, Control Systems, Robotics and traditional construction materials. The emphasis in Technology lessons centres on the motto 'Design, Make, Appraise'.
- **Drama and Communication:** Speaking, responding and performing skills are developed and strengthened during Drama and Communication lessons which are taught to all year levels in the Junior School. We aim to build confidence and creative thinking through our hands on, practical programme.
- **Dance:** A curricular subject taught to all Junior School students, Pre-Prep - Year 6. It aims to develop students both personally and artistically through classroom activities and performance opportunities.
- **Chess:** Chess is offered to students in a variety of year levels throughout the School as both an integral part of the curriculum and as a co-curricular activity.

## MIDDLE SCHOOL

### YEARS 7 - 9

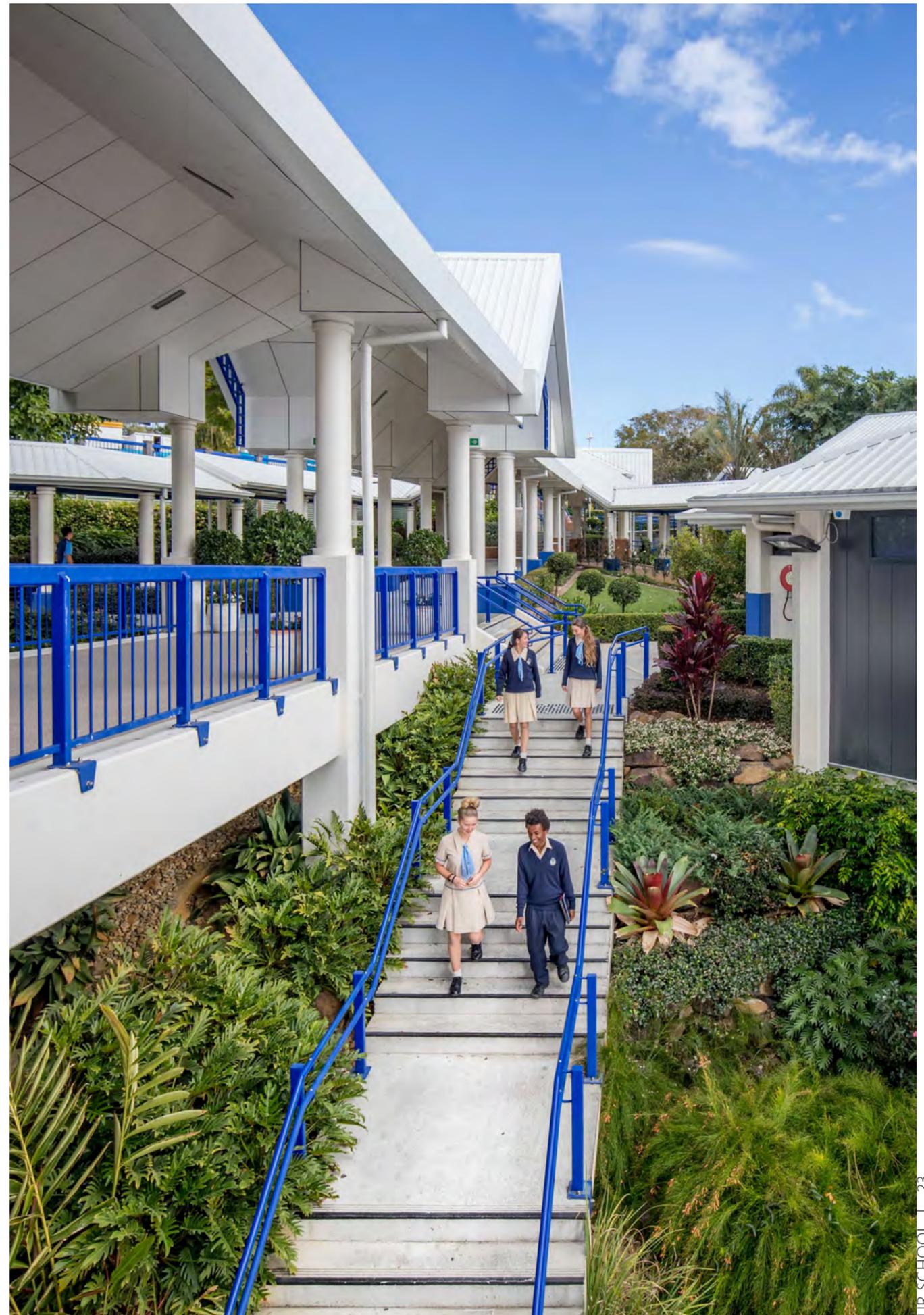
At All Saints Middle School we aim to realise the All Saints Anglican School Mission Statement whilst celebrating the transitional phase of schooling that is adolescence – focussing on developing independent, self-disciplined, self-aware, resilient and lifelong learners in a positive environment where meaningful relationships between all people involved in nurturing the students' love of learning is of primary importance as they navigate their journey through the real and digital world.

At each year level, Core studies are prepared by teams of teachers within areas of learning to ensure progressive skill and concept development for all students. Core teachers work with the same group of students in a positive and supportive setting and this provides the platform to deliver the twin pillars of a Middle School education - a positive psychological environment that allows flexibility, variety and heterogeneous grouping of students; and a structure to plan and deliver a curriculum that balances academic and social factors. Teaching strategies are implemented which:

- Reduce the fragmentation of learning which can result from a traditional secondary timetable
- Facilitate the teaching of critical thinking and interpersonal skills
- Help students develop a unified view of their education
- Empower students by providing opportunities to work together.

Year Level Teachers have two common planning periods each week which enable them to work in teams and thus respond more quickly to the needs of individual students through collaboration and designing units of work which increase relevance and foster the transfer of ideas across different disciplines. During Years 7 and 8, all students undertake studies in the following learning areas:

- English
- Mathematics
- Science
- Geography
- History
- Health and Physical Education
- A Language: French, Japanese or Mandarin
- Creative Design
- Home Economics
- Art, Music and Drama
- Christian Living



In Year 9, all students undertake studies in the following learning areas:

- English
- Mathematics
- Science
- History
- Geography
- Health and Physical Education
- Christian Living

Additionally, they undertake studies in two Elective subjects a semester, choosing from the following:

- A Language: French, Japanese or Mandarin
- Civics and Citizenship
- Drama
- Economics and Business
- Education Support
- Food Science
- Food and Fashion
- Let's Get Physical (P.E.)
- Literature Lovers
- Multimedia
- Music
- Shutterbug (Photography)
- STEAM
- Visual Art
- Woodwork

Each learning area places emphasis on:

- Communication skills
- Social skills and an understanding of the values, attitudes and practices which contribute to a Christian society
- Planning and design skills and an understanding of the role of goal setting, reasoning, aesthetic judgement and imagination
- Making good use of time and resources and ordering and monitoring tasks
- The need for information, as well as how and where to access, evaluate, select and use such information from a variety of sources
- An understanding and appreciation of our environment
- Technology as a tool to help access, manage, process and communicate information and to empower students in their learning
- The attitudes, knowledge, skills and work practices of an effective team

## SENIOR SCHOOL

The Secondary School curriculum builds upon the foundations laid by the academic programme offered in the Junior and Middle Schools.

### YEAR 10

All students are required to study Mathematics, English, Science, Humanities including History and Geography, Christian Living and Health and Physical Education. The remaining academic disciplines of The Arts, Technology, Business and Languages other than English are covered from a range of elective semester units.

### YEARS 11 AND 12

Towards the end of Year 10, students are required to choose a course of study for Years 11 and 12.

Various options are available:

- Students may study five or six Authority subjects. The aim is to achieve an Overall Position (OP) issued by the Queensland Curriculum & Assessment Authority (QCAA) that will enable them to embark on a University course.
- Students may choose a combination of Authority subjects, Authority-registered subjects and Vocational Education courses. By choosing these options students gain a QTAC Selection issued by Queensland Tertiary Admissions Centre (QTAC), which will allow them to go on to further tertiary study.
- School-Based Traineeships are also available to all students, enabling them to undertake training and paid work in their chosen field whilst still completing their studies at School. After School students can take on full time apprenticeships or move directly into the workplace.
- All of the courses offered in Years 11 and 12 contribute credit points, if passed, towards the Queensland Certificate of Education (QCE). Students need to gain a total of 20 credits to be awarded a QCE.

Central to the assessment in Queensland for secondary students, is the Queensland Core Skills Test (QCST). This test, made up of four separate papers, and held over two days, is based upon the 49 competencies highlighted by the Queensland curriculum. Students at All Saints attend specialist classes designed to help them succeed in the QCST.

The School is well-prepared and well-positioned to transition to the new ATAR system with the initial implementation phase beginning in 2018.

### Years 11 and 12 Subjects QCAA Authority Subjects

- Accounting
- Ancient History
- Biology
- Chemistry
- Chinese
- Drama
- Economics
- Engineering
- Technology
- English
- English Extension (Year 12)
- External LOTE (Chinese, Korean, Russian)
- French
- Geography
- Graphics
- Home Economics
- Information Technology Systems
- Japanese
- Legal Studies
- Mathematics A, B & C
- Modern History

- Music
- Music Extension (Year 12)
- Physics
- Physical Education
- Science 21
- Technology Studies
- Visual Art

### QCAA Authority Registered Subjects

- English Communication
- Prevocational Mathematics

### Vocational Education and Training Qualifications

- Certificate I in Business (BSB10115)
- Certificate III in Business (BSB30115)
- Diploma of Business (BSB50215)
- Certificate I in Information, Digital Media and Technology (ICT10115)
- Certificate III in Hospitality (SIT20316)
- Certificate III in Sport and Recreation (SIS30513)



## VOCATIONAL EDUCATION AND TRAINING (VET)

All Saints is a Registered Training Organisation (RTO ID 30211) and delivers nationally recognised qualifications using the Australian Qualification Framework.

In Years 11 and 12, students are able to select VET courses from a range of options including the following Certificates which are offered as part of the school curriculum:

- Certificate I in Business (BSB10115)
- Certificate III in Hospitality (SIT30616)(Front of House Operations and Cookery)
- Certificate III in Visual Arts (CUA30115)

In addition to these courses, students are able to undertake VET courses off-site with external training providers. Some courses available are Early Childhood Education, Health Services, Fitness, Screen and Media and Electrotechnology.

Completion of VET Certificates provides students with skills and knowledge which will prepare them for part- time or full-time employment. Some courses can also be used as credit towards further study at TAFE or other private colleges. All courses earn points towards the QCE.

### PARTNERED VET QUALIFICATIONS

In addition to those qualifications delivered by the school RTO, we partner with external training organisations to deliver the following qualifications:

- Certificate III in Business (BSB30115) – in partnership with Binnacle Training (RTO ID 31319)
- Certificate III in Sport & Recreation (SIS30115)
- in partnership with Binnacle Training (RTO ID 31319)
- Diploma of Business (BSB50215) – in partnership with Prestige Services Training (RTO ID 31981)

These subjects are timetabled in the School timetable in the same way as any other subject. The Certificate III qualifications are delivered by All Saints Teaching Staff.

### SCHOOL BASED TRAINEESHIPS AND APPRENTICESHIPS

Students can also participate in school-based traineeships and apprenticeships (SATs) as a further vocational option. SATs enable students to complete a formal qualification as well as undertake paid work in their chosen career field. SATs are available in a diverse range of fields including: Business, IT, Screen and Media, Childcare, Sport and Recreation, Hairdressing, Automotive, Carpentry, Hospitality and Live Production.

Students participating in this programme will spend one day per week for a 12 month period in paid employment and will undertake formal one-on-one training throughout that 12 month period resulting in a nationally recognised qualification. Successful completion of a SAT may provide a QTAC Selection Rank which may be used to apply for tertiary study.

## PERFORMING ARTS

### DRAMA IN THE CLASSROOM

Junior School students are encouraged to perform within their own class group as well as take up opportunities to showcase their talents in a variety of more formal occasions including, for example, Speech Choir competitions and the biennial Junior School production.

In the Middle School, Drama is taught in Years 7 and 8 and is taken as an elective from Year 9. Students focus on mime, storytelling, persuasive speaking and one-act play productions.

In the Senior School, Drama is offered as a QSA Subject in Years 11 and 12. The course is designed to prepare students for tertiary study or vocational activity through a dynamic and disciplined experience embracing a unique and multi-skilled curriculum.

### INSTRUMENTAL TUITION

Private & Group Lessons are available in the following subjects: Violin, Viola, Cello, Double Bass, Guitar, Flute, Oboe, Clarinet, Saxophone, Trumpet, French Horn, Trombone, Euphonium, Tuba, Piano, Percussion and Voice.

Theory lessons covering AMEB requirements in all grades are offered. Lessons may be taken in individual or group situations depending on numbers.



### CO-CURRICULAR DRAMA AND COMMUNICATION

Co-Curricular Drama and Communication is offered to students in Years 6-12. Tuition in Drama & Communication incorporates the following subject areas: Effective Speech, Public Speaking and Mime and Improvisation. Students have the opportunity to participate in the local Drama Festival.

Senior School students wishing to participate in examination work must engage in private lessons. The only exception to this is students who participate in AMEB Speech in Action examinations. Junior School students undertaking AMEB examinations are taught in small groups only.

### THEATRE TECHNOLOGY

With the completion of the Nairn Theatre, theatre technology programmes have been established to train technicians in the operational procedures of a professional theatre and provide students with skills relating to all aspects of the entertainment industry.

### Theatre Technicians Club

This is an after school activity which allows students the opportunity to work as a member of the technical crew in a professional theatre environment (the Nairn Theatre). This work is formalised into a theatre licensing programme where students are able to achieve industry based training and be eligible for National Qualifications in the workplace.



# OUR STAFF

## PROFESSIONAL DEVELOPMENT

Passionate and aspirational teachers are the key to everything. They are any school's lifeblood from whom flows that sense of achievement and wellbeing that will make of their students lifelong learners. It is a response that might trip off the tongue of any self-respecting Headmaster or Principal but unless these goals are attached to clear and practical policies for continuing growth and a clear investment in professional learning, then they are rendered meaningless.

In 2018:

- The total number of teachers participating in at least one activity in the programme year: 181
- The total funds expended: \$152,660
- The involvement of the teaching staff in professional development activities: 100%

Over the 2018 year, teachers participated in over 360 separate professional development activities. The major professional development initiatives were subject-based workshops, pastoral conferences, catering for diversity workshops, future directions' conferences, leadership activities, innovations, pedagogical frameworks, upskilling through coaching and mentoring and Australian Curriculum initiatives.

## STAFF ATTENDANCE

In 2018 the average staff attendance for the School, based on unplanned absences of sick and emergency leave periods of up to 5 days:

• Number of staff	181
• Number of school days	197
• Total days of staff absences	903
• For permanent and temporary staff and school leaders, the average staff attendance rate	97.47%

## RETENTION RATE

- Number of permanent teaching staff at end of program year (head count): 151
- Number of these staff retained in the following year: 145
- From the end of 2017, 96% of staff were retained for the entire 2018 school year.

## SCHOOL INCOME BY FUNDING SOURCE

This is available via the My School website at [www.myschool.edu.au](http://www.myschool.edu.au). To access our income details, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

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

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the School's entry webpage.

# OUR STUDENTS

## STUDENT ATTENDANCE

Total number of students: 1771  
 Number of school days in programme year: 180  
 Total number of student absences: 16604  
**Average attendance rate: 94.79%**

## NAPLAN

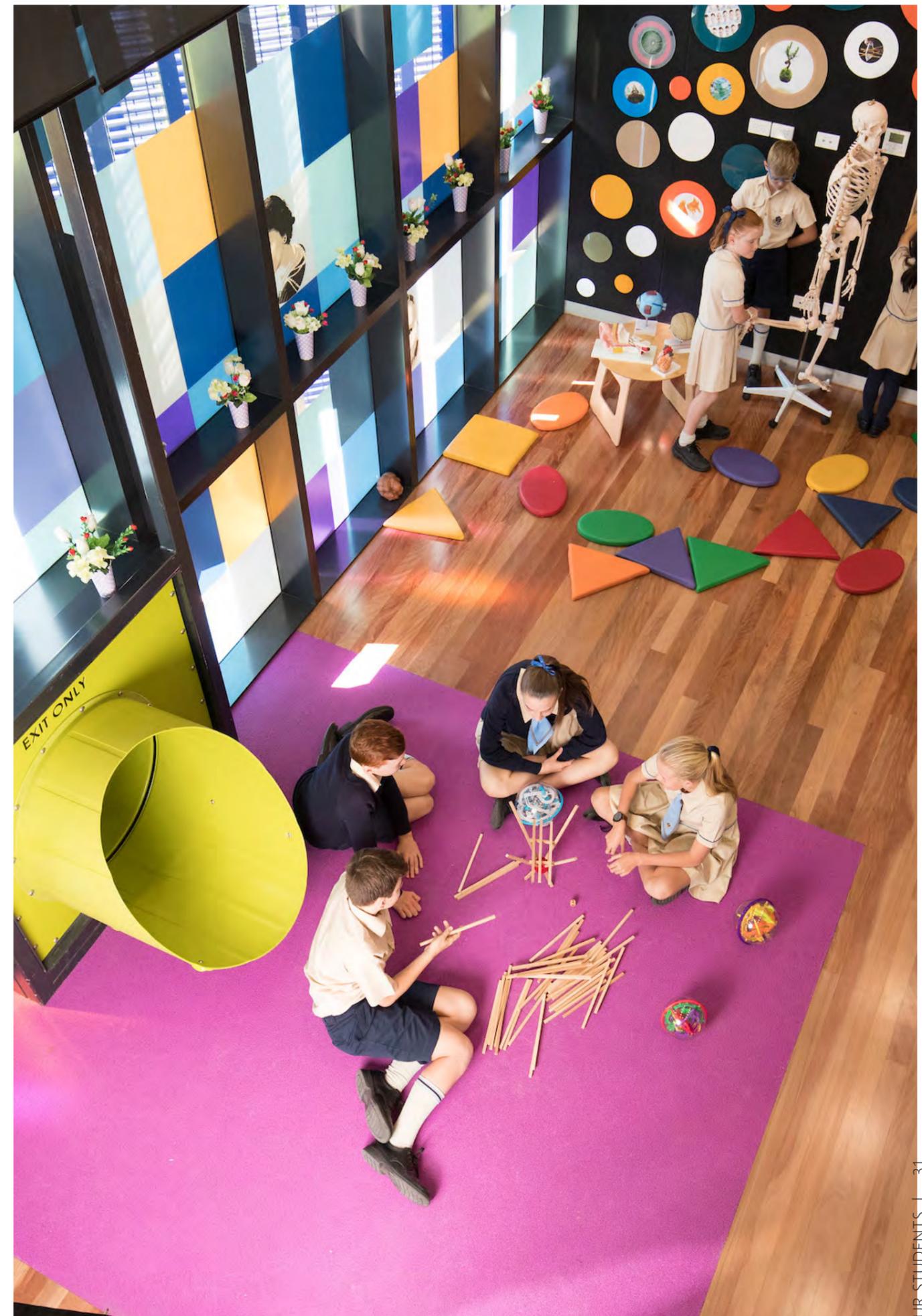
Our reading, writing, spelling, grammar and punctuation and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website [www.myschool.edu.au](http://www.myschool.edu.au)

Year 3 2018	Reading	Writing	Spelling	Grammar & Numeracy Punctuation	
All Saints	477	447	448	487	446
State Average	429	404	411	429	398
National Average	434	407	418	432	408

Year 5 2018	Reading	Writing	Spelling	Grammar & Numeracy Punctuation	
All Saints	548	487	521	540	528
State Average	506	454	497	501	487
National Average	509	465	503	504	494

Year 7 2018	Reading	Writing	Spelling	Grammar & Numeracy Punctuation	
All Saints	595	540	580	595	600
State Average	536	493	541	542	540
National Average	542	505	545	544	548

Year 9 2018	Reading	Writing	Spelling	Grammar & Numeracy Punctuation	
All Saints	614	587	614	635	648
State Average	577	526	580	579	588
National Average	584	542	583	580	596



## APPARENT RETENTION RATES YEARS 10 - 12

Year 10 Base: 217 students  
 Year 12: 216 students  
 Year 12 student enrolment as a percentage of the Year 10 cohort is 92.6%.

## OUTCOMES FOR 2018 COHORT

Number of students:

• Awarded a Senior Statement	175
• Awarded a Queensland Certificate of Individual Achievement	0
• Received an Overall Position (OP)	143
• Completed a School-based Apprenticeship or Traineeship (SAT)	34
• Awarded one or more Vocational Education and Training (VET) qualifications	95
• Awarded a Queensland Certificate of Education at the end of Year 12	173
• Awarded an International Baccalaureate Diploma (IBD)	0

Percentage of Year 12 students who received an:

• OP 1-15 or an IBD	96.50%
• OP 1-5	34.97%
• OP 6-10	39.16%
• OP 11-15	22.37%
• OP 16-20	3.58%
• OP 21-25	0%

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 100%

### VOCATIONAL EDUCATION TRAINING QUALIFICATIONS

The number of certificates awarded under the Australian Qualification Framework (AQF):

• Certificate I	8
• Certificate II	31
• Certificate III	58
• Certificate IV	1
• Diploma	38

### QUEENSLAND TERTIARY APPLICATIONS CENTRE (QTAC)

2018 first round offers, by preference number:

Preference	Number of students	Percentage of students
1	114	74%
2	31	20.1%
3	5	3.2%
4	2	1.3%
5	2	1.3%
6	0	0%
<b>Total Offers</b>	<b>154</b>	<b>95.8%</b>



## POST-SCHOOL DESTINATIONS OF 2017 GRADUATES

(2018 data will be available in August 2019)

School Year – 2017	Number of students in each category	Percentage of students in each category
Bachelor's degree	89	65%
VET qualifications	5	3.6%
Apprenticeships/Traineeship	4	3.0%
Working full-time	13	9.5%
Working part-time/casual	20	14.6%
Seeking work	4	2.9%
Not studying or not in the labour force	2	1.5%
Total Year 12 students		214
Number of respondents		137

(Next Step 2018 Post School Destinations Survey, Department of Education)

A significant number of our students choose to defer their tertiary place for a minimum of 12 months in order to undertake a GAP Year following completion of Year 12. This is reflected in the statistical difference from the QTAC offers to actual destinations. Our students undertake GAP Year activities in areas of overseas work placements, volunteering, casual/part time employment, and travel.



Highfield Dr, Merrimac Queensland 4226

07 5530 2855 | [enquiries@asas.qld.edu.au](mailto:enquiries@asas.qld.edu.au) | [www.asas.qld.edu.au](http://www.asas.qld.edu.au)