



**IPSWICH GIRLS'  
GRAMMAR SCHOOL**  
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**IPSWICH JUNIOR GRAMMAR SCHOOL**



**School Annual Report 2018 (Based on 2017 data)**

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## 2017 AT A GLANCE

# Academic Achievements

IGGS's tertiary entrance offers, and senior academic, literacy and numeracy results, are continually among the best in Queensland.

A consistently high percentage of students are OP eligible year-to-year, reflecting our focus on academic achievement.

Six IGGS 2017  
Seniors received  
OP1s.



Median OP was 7.  
More than half our  
OP-eligible students  
received an OP 7 or  
better.

Eighty-six per cent  
of our students were  
OP-eligible, indicating  
their strong desire  
to enrol in tertiary  
studies.



Overall Position (OP)	IGGS 2017	All QLD 2017
1 - 5	37%	22%
1 - 10	76%	53%
1 - 15	96%	82%

An additional 16 students successfully completed one or more vocational qualifications, completing either Certificates I, II or III.



72%

of 2017 OP eligible students attained either an A or B grade on the QCS Test - the School's best result since the OP system commenced in 1992.

IGGS was credited with achieving the greatest three-year academic gains of any independent school in Queensland from Year 9 (2013) to Year 12 (2016).



# SCHOOL PROFILE

'OMNIA SUPERAT DILIGENTIA—

DILIGENCE OVERCOMES ALL'

HAS BEEN OUR SCHOOL MOTTO SINCE 1892.

Ipswich Girls' Grammar School including Ipswich Junior Grammar School educates students from Kindy to Year 12.

Ipswich Girls' Grammar School inspires girls to become confident, well-educated young women. Girls' Grammar provides students with opportunities to lead fulfilling, successful and happy lives in the entrepreneurial, technologically-advanced, global community of the 21st century.

Ipswich Junior Grammar School nurtures young learners to become future leaders. Junior Grammar aims to embed a love of learning alongside a distinctive set of Grammar values that guide the students to become the very best version of themselves.

The School's strategic plan is filled with exciting themes, objectives and initiatives targeted at remaining true to the objective in the original prospectus of providing a higher class of education to our students.

## Location

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Telephone:	+61 7 3454 4447
Facsimile:	+61 7 3454 4480
Email:	<a href="mailto:principal@iggs.qld.edu.au">principal@iggs.qld.edu.au</a>
Website:	<a href="http://www.girlsgrammar.com.au">http://www.girlsgrammar.com.au</a>

## SCHOOL DETAILS

<b>School Sector:</b>	Independent
<b>Total Enrolments:</b>	852 (Prep to Year 12), as at 2017 August census
<b>Year Levels Offered:</b>	<u>Early Education Centre</u> Kindy and Pre-Prep <u>Junior School</u> Prep to Year 6 <u>Middle School</u> Year 7 to Year 9 <u>Senior School</u> Year 10 to Year 12
<b>Co-Educational:</b>	Kindy to Year 6
<b>Single Sex (Girls):</b>	Years 7 to 12

## CHARACTERISTICS OF THE STUDENT BODY

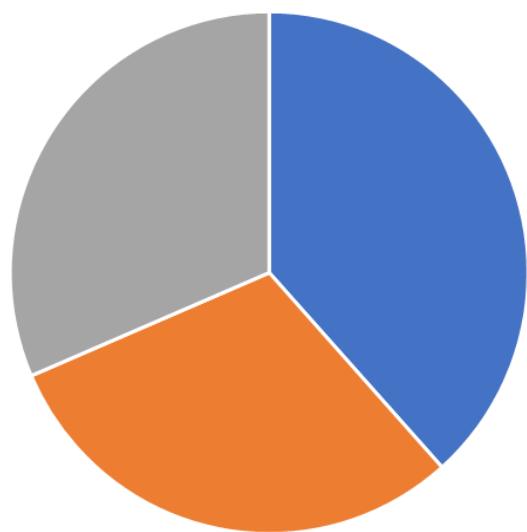
Ipswich Girls' and Junior Grammar School offers co-education from Kindy to Year 6, and girls only education from Years 7 to 12. We also offer boarding for girls in Years 5 to 12 in our dedicated on-site boarding facility, Cribb House.

As a top performing school in the Ipswich region, the School draws students from families located not only in its surrounding suburbs, but also from Brisbane, the Lockyer Valley and Scenic Rim regions. The School's boarding profile represents a balance of rural, provincial, Indigenous and international students, including those from the Pacific Islands, China, Hong Kong, Taiwan and South America.

Our students are a proud and friendly community of confident, well-educated young women, girls and boys.

Ipswich Girls' Grammar and Ipswich Junior Grammar School

Enrolled	852
Junior School	327
Middle School	257
Senior School	268
Boarders	79
FFPOS	37
Boys	56



\* As at August 2017 Census of Students

■ Junior School ■ Middle School ■ Senior School

## DISTINCTIVE CURRICULUM OFFERINGS

Ipswich Girls' and Junior Grammar School offers a broad, liberal and engaging curriculum, designed to meet the learning needs of each individual student.

The School uses Dimensions of Learning as its teaching and learning framework. The framework focuses on the process of teaching and learning and provides students with a common language for learning and appropriate strategies for acquiring, extending, and refining knowledge and using it meaningfully. In addition, the Art and Science of Teaching (ASOT) is used as a methodology to support classroom practice.

At Ipswich Girls' and Junior Grammar School, students receive more attention in every lesson, every day. Every student has a Personalised Learning Plan that meets his or her social, emotional and academic needs. This plan is consistently monitored to build on students' strengths and support their challenges to ensure they are making positive progress and the School is developing the whole child. While our teachers know the curriculum, they are committed to teaching the child.

The students have access to first-class facilities throughout the wider school campus including dedicated libraries, gymnasium and pool, fitness centre and human movements laboratory, state-of-the-art science laboratories and Health Centre staffed by a registered nurse, as well as a Centre for Young Women's Health & Wellbeing.

### Junior School



Junior Grammar is south east Queensland's only co-educational Grammar primary school. We offer boys and girls the opportunity to begin their learning adventure together- from our Early Education Centre (Kindergarten and Pre-Prep) to the Brockwell Gill Foundation Centre (Prep and Year 1), to our Mavis Parkinson Junior School (Year 2 to 6).

At Junior Grammar, our caring and professional staff foster a positive environment and culture for our boys and girls. Our students are actively encouraged to explore and question their world with curiosity

while nurturing their sense of awe and wonder. We nurture our young learners to become future leaders by inspiring them to take risks, innovate and create, and acquire skills to adapt to their changing world.

Our children play together, learn together and grow together. At Junior Grammar, the child is at the heart of everything we do.

The Junior Grammar learning environment is characterized by high expectations, quality, innovation and diversity, positivity, care and respect, and personalized learning programs. These characteristics of learning begin in the Early Education Centre (Kindy and Pre-Prep) and continue through to the Brockwell Gill Foundation Centre (Prep and Year 1) and Mavis Parkinson Junior School Centre (Years 2 to 6).

### Early Education Centre (ages 2.5 - 5 years)

Ipswich Junior Grammar School's Early Education Centre (EEC) is an engaging and friendly co-educational community of young learners. Children can start their learning adventure from Kindy (three and four years of age) and Pre-Prep (four and five years of age) in a safe, warm and stimulating environment where quality care is the Centre's highest priority. The Centre adopts a Reggio Emilia approach to teaching, which places the natural development of children, as well as the close relationships they share with their environment, at the centre of its philosophy. The EEC's caring team is trained above the required qualifications and the Centre places great importance on continuity of care, with the children having the same teacher each day they attend.



## Prep to Year 6



As the School's youngest students start their formal learning adventure, the Junior School supports them every step of the way. Prep and Year 1 boys and girls begin in the welcoming and inviting Brockwell Gill Foundation Centre. The Centre offers a safe, secure facility where children can transition smoothly into their first years of formal schooling.

The focus on developing Personalised Learning Plans for every child ensures that our teaching teams are focused on the needs of individual children. We commit to growing individual children's strengths and meeting their areas requiring growth.

The purpose-built Mavis Parkinson Junior School houses boys and girls from Years 2 to 6, the Junior Library and the Bright Sparks E-STEAM workshop. Each of the spacious, air-conditioned classrooms has its own wet area and looks out to the Junior Grammar rainforest. The students thrive in an inspiring community guided by enthusiastic, highly experienced teachers. The rigorous academic curriculum continues to focus on building a strong foundation of numeracy and literacy skills. The Junior Grammar learning programs provide opportunities for students to learn in many different ways and styles, while also catering to emerging needs and interests of students. In addition, the School's instrumental music program sees every child in Years 3 to 6 learn a different instrument, provided by the School, each year including keyboard, strings, brass and woodwind.

Opportunities abound for the children to enhance and showcase their special abilities in sports, the Arts, intellectual pursuits and community service projects. Our students are 21st century learners, with an emphasis on being 'global thinkers', with learning in Entrepreneurship, Science, Technology, Engineering, the Arts and Mathematics, both in the classroom and our dedicated Bright Sparks E-STEAM workshop. Ipswich Junior Grammar students use the latest technology, with classroom sets of iPads, laptops, an extensive range of digital resources and our 1:1 laptop program for Years 4, 5 and 6. All students, from Prep to Year 6, engage in language learning programs: currently Chinese-Mandarin in Prep to Year 5 and Japanese and German in Years 5 and 6.

Junior Grammar is a warm and welcoming school community where the needs of the children are our priority.

## Secondary School

Ipswich Girls' Grammar School is frequently commended for our students' high academic results, confidence, diligence, self-discipline and community service. These commendations are a consequence of contemporary, evidence-based learning and teaching programs, experienced, dedicated and generous teachers, the individual attention given to each student and the productive partnerships we enjoy with parents and Old Girls.

The School's tertiary entrance outcomes and literacy and numeracy results are continually among the best in the region. As students progress through the middle and senior years, teachers use a combination of explicit and student-centred teaching methods. This approach best enables the students to become confident, independent and self-regulated learners, equipped with 21st century skills that will empower them to transition to further study and work in a global context.

Ipswich Girls' Grammar School has offered girls a superior, independent, non-denominational education for more than 125 years. The School has played a significant role in the education of thousands of inspirational young women who have gone on to pursue successful careers in medicine, law, engineering, information technology, politics, creative arts, business, defence, teaching and more.



Ipswich Girls' Grammar School strives for excellence in curriculum, pedagogy and assessments. Through extensive educational research the School knows girls-only education in the adolescent years offers girls the greatest chance to flourish. Girls-only education in a secondary school environment is frequently associated with higher career aspirations, better test scores and underpins social and emotional wellbeing.

The School delivers a rigorous academic curriculum that stretches and develops the whole person.



Students' academic progress is monitored through a range of standardised tests. Strengths and challenges are identified and addressed in a student's Personalised Learning Plan, jointly created by teacher and student at a 1-1 interview conducted three times a year. The plan is regularly monitored and adjusted to ensure the student is well-supported and making positive progress. The School offers extension programs for Gifted and Talented students and Learning Support for those who need extra help while on their learning journey.

The School's focus on academic achievement results in a high proportion of our Year 12 leavers progressing to tertiary study, while vocational education and training opens up a wider variety of study opportunities and career paths.

Digital and internet technologies offer the girls huge learning potential and the School encourages them to become empowered learners in an increasingly social and digital world. All Girls' Grammar students are provided with a Microsoft Surface pen-enabled personal device as part of the 1:1 laptop program.

### Middle School (Years 7 - 9)

The IGGS approach to Middle Schooling ensures learning and life skills programs respond to the developmental readiness, needs, and interests of young adolescent women. Students receive special guidance through the transition from primary to secondary schooling and from co-education to single-sex classes. By introducing gender-specific programs at this critical stage, IGGS helps girls develop academically and personally in a safe and supportive environment.

The curriculum consolidates essential learning skills and promotes connectivity - students can see the connections to other subject areas as well as to 'the real world'; see the relevance of the learning to their own lives; and make meaningful connections between topics or skills.

### Senior School (Years 10 - 12)

As the girls progress through the School they are given more opportunities to assume positions of responsibility. By the time they reach Year 12, they are completely embedded in the life and leadership of the School.

The Senior School curriculum offers three pathways:

- Academic - eligible for OP and tertiary entrance;
- Academic - combination of OP and VET. Eligible for OP and tertiary entrance; and
- Vocational - eligible for an OP equivalent and may include School-based apprenticeship or traineeship.

Advanced levels of some subjects are offered, such as Mathematics C, English Extension and Music Extension, as well as challenging Science and Technology disciplines. Students may undertake university-level programs, participate in local, national and international academic competitions or explore technologies through E-STEAM offerings.



A comprehensive Careers Education program provides senior students with the knowledge and skills they need to make informed decisions in their Senior Phase of Learning and about their lives beyond school. Particular focus is placed on coping with transition issues, making appropriate vocational decisions and enlightening students about the 'world of work'.

## CO-CURRICULAR ACTIVITIES

Ipswich Girls' Grammar School and Ipswich Junior Grammar School actively encourage the students to engage in all aspects of a holistic education. Students who participate in co-curricular activities generally achieve higher academic results, enjoy strong relationships with their school peers and are more likely to lead a healthy lifestyle.

The School's extensive co-curricular program provides the students with plenty of opportunities to extend their learning and discover talents and abilities beyond the classroom.



The School offers more than 50 sporting, cultural, intellectual, performing arts and community service activities - both team and individual, competitive and non-competitive - to meet the diverse interests of our vibrant school community. These activities teach students to compete, make new friends, develop School spirit and value the ideals of good sportsmanship.

For more than 125 years the School has enjoyed a rich history of co-curricular success. Numerous intra-school and interschool competitions, tournaments and clubs, along with state-of-the-art facilities, provides the students with opportunities to test their abilities, regardless of experience or performance levels, and to be part of the School's inclusive culture.

The range includes (but is not limited to):

AFL Auskick	Cross Country	Project Club
Andrews Cup Softball	Community Service	Rhythmic Gymnastics
Andrews Cup Tennis	Concerto Strings Ensemble	Robotics Club
Andrews Cup Touch Football	Dance Troupes	Red Cross
Andrews Cup Athletics	Debating & Public Speaking	Red Shield Door Knock
Andrews Cup Cross Country	Drama	RSPCA Fundraiser
Andrews Cup Swimming	Equestrian	Skipping
Andrews Cup Netball	E-STEAM	Softball
Animal Welfare League	Footprints in the Park	Speech & Drama
Art Club	Flute Cadenza	String Ensembles
Athletics	Football	Swimming
Badminton	Gala Sport Days	Tennis
Basketball	IGGS Soloists	Theatre Sports
Belle Voices	Hockey	Touch Football
Brisbane Roar RAP Program	Junior Strings Ensemble	Training Choir and Junior Choir
Cadenza Flute Choir	Junior Wind Ensemble	Volleyball
Chemistry	Music	Wakakirri
Choirs - Secondary School	Musicals	Wind Symphony
Clarinet Ensemble	Netball	World Vision (40 Hour Famine)
Cricket	Piccolo Strings Ensemble	Writing & Poetry Competitions

Private tuition is offered for students keen to advance in various strands of music. These lessons, from highly qualified teachers, may be held either during the school day or after school.

## SOCIAL CLIMATE

The School provides a caring community in which individuals feel valued and develop a sense of belonging to their school. Each girl and boy is encouraged to develop a life-long love of learning, confidence, and leadership skills, in an environment which values respect for the individual, tolerance and an understanding of others.

In the Junior School, the staff and Special Needs Committee work in conjunction with parents to support the academic and pastoral care of students. This enables a collaborative approach to be taken towards student welfare that is able to address the needs and care of students both at home and at school.

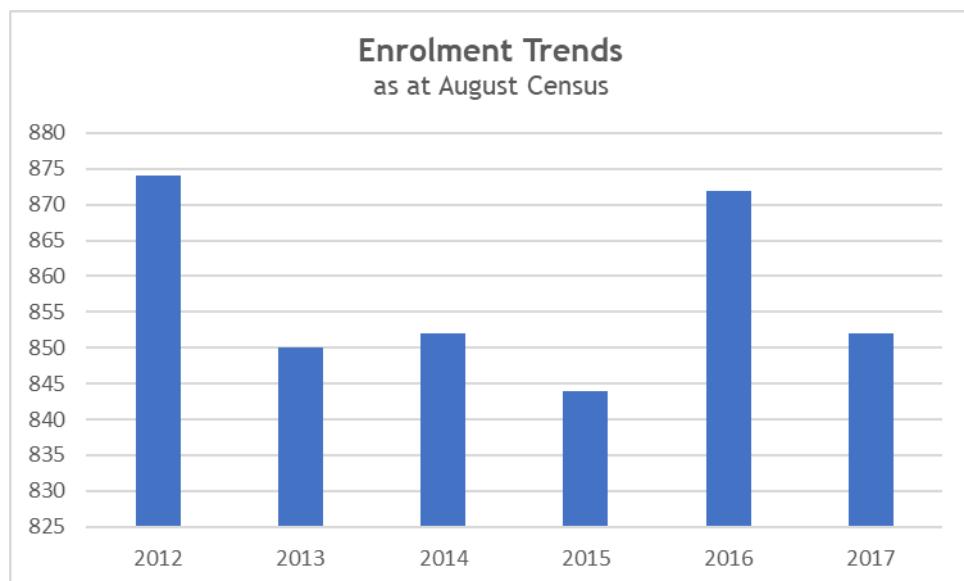
Our Middle School and Senior School Pastoral Care framework enables the care of individual students and the teaching of an age-appropriate Life Skills program. This ensures important transition periods are acknowledged and well-managed; encouraging students to develop resilience, respect and social maturity. Positive Psychology and Growth Mindsets are an integral part of such programs.

## PARENTAL INVOLVEMENT

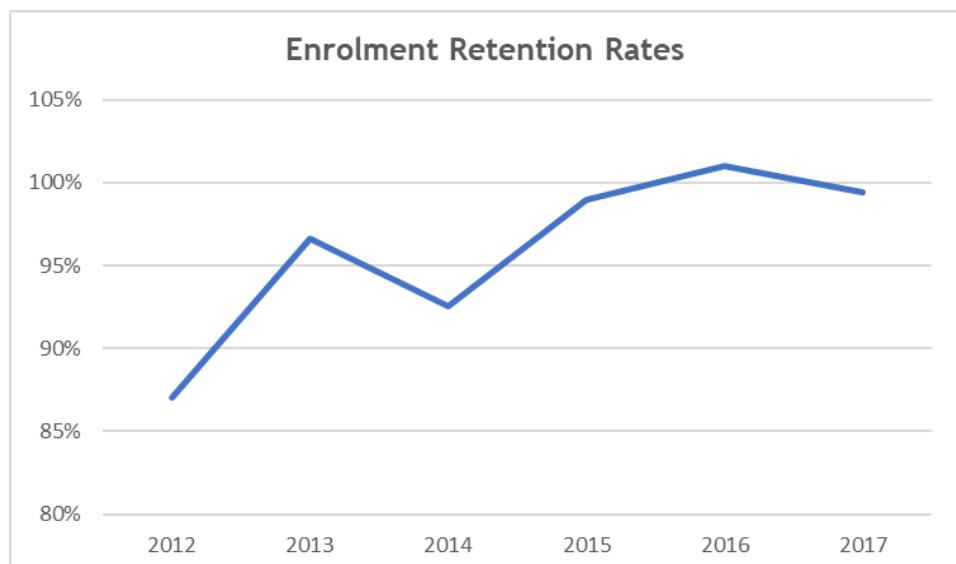
Our Parents & Friends Association keeps families informed about the School's advancements and allows parents to adopt an active role in projects that enhance their child/children's education. The Association coordinates both fundraising and friend-raising activities to support the School's goals. It has a number of sub-committees such as the Sports Supporters Group, Junior Grammar Supporters Group, and the Special Events Committee. Three members of the Board of Trustees are current parents. Other parents prefer to give their time and support as canteen volunteers, classroom helpers, coaches, costume-makers, guest speakers, audiences and spectators.

## PARENT, TEACHER AND STUDENT SATISFACTION WITH THE SCHOOL

### Enrolment Trends



### Enrolment Retention Rates



## Strategic Plan: 2018 to 2022 Survey

The Board of Trustees has developed the School's next five-year strategic plan: 2018 to 2022. Data to inform the next plan was collected from multiple sources. It was important that all members of the School's community had an opportunity to have input into the School's future. Consequently, the following members of the School's community were provided with a survey unique to each group.

- Secondary School
  - Academic staff
  - Students
  - Parents and Guardians
  - Boarding students
  - Boarding parents
- Junior School
  - Academic staff
  - Parents and Guardians
- Corporate staff
- Old Girls

### Satisfaction Index

In each question respondents were asked to rate the importance (I) of an aspect of the School on a scale of 1 to 10. Respondents were then asked to rate the School's performance (P) on that aspect on a scale of 1 to 10. The Satisfaction Index (SI) is calculated, and expressed as a percentage, by dividing the performance rating by the importance rating and multiplied by 100. Satisfaction Index of 80 or more is acceptable.

### Overall Satisfaction

The School's Overall Satisfaction Index is the average of the indices for all items in the surveys.

	SI
Overall Satisfaction	83.9

### Stakeholders' Overall Satisfaction

Overall satisfaction index is the average of the indices for all items in each stakeholder's survey.

	SI
Secondary School Students	87.3
Secondary School Education Staff	90.5
Junior School Education Staff	83.8
Corporate Staff	76.8
Secondary School Parents and Guardians	90
Junior School Parents and Guardians	89.4
Boarding Parents and Guardians	85.2

### **Student Testimonials**

*I cannot express how proud I am of our senior cohort and our incredible academic outcomes, something of which would never have been achieved without the School's immense commitment to our education.*

*I have attended IGGS for 3 years and cannot truly express how much I love the School and the School community.*

*I feel that this school is really great and is focused on educating students well so that it will better our future.*

*I have been at IGGS for a long time and I feel that it has really guided me for the future in terms of showing empathy for others, being involved and participating, making friends and getting to know people you don't know well, as well as ways to work hard to achieve your goals.*

*It is a friendly and welcoming environment for all students and everyone has the opportunity to include themselves. There are a diverse range of activities to get involved in whether it is academic, culturally, sporting wise and community-based projects.*

*I feel safe and welcomed at school. It has been one of the longest, most constant things in my life and it has helped shaped me as a person.*

## **Parent Testimonials**

### Girls' Grammar

*The School and the staff have supported my daughters, encouraging them to reach their full potential. The support given to our family has been exceptional and what they have learnt has given them worthwhile skills to success in their chosen field.*

*IGGS has provided a holistic, balanced schooling option for our family. We are impressed by the positive culture of the School which is very accepting of difference. Our daughter is extremely happy at the School and we are very grateful.*

### Junior Grammar

*Every day I feel I made the right decision when I decided to send my daughter to Junior Grammar and now my son, who is only 2, is already on the waiting list for 2019. Amazing teachers and a place you feel safe and comfortable.*

*Our daughter enrolled at the School this year. Upon her immediate arrival, we gained a sense of belonging. Both the staff and school community have been so welcoming and understanding. Our daughter has embraced so many opportunities and her self-confidence and academic ability have gone from strength to strength in such a short amount of time. We have been very impressed with this professional, supportive, educational environment.*

## **Student Exit Interviews**

Reputation and enrolment growth are vital for the ongoing success of the School. Notification of a withdrawal is an opportunity for the School to gain information that may help to improve its services or, at best, retain the enrolment.

The School undertakes to conduct an exit interview with every family withdrawing a student from the School. The purpose of the interview is to:

- Identify reasons for, and trends in, student withdrawals and possible areas for improvement at the School;
- Identify factors that may persuade parents to retain the enrolment.

## **CONTACT PERSON FOR FURTHER INFORMATION**

Dr Peter Britton, Principal & CEO

## **SCHOOL INCOME BROKEN DOWN BY FUNDING SOURCE**

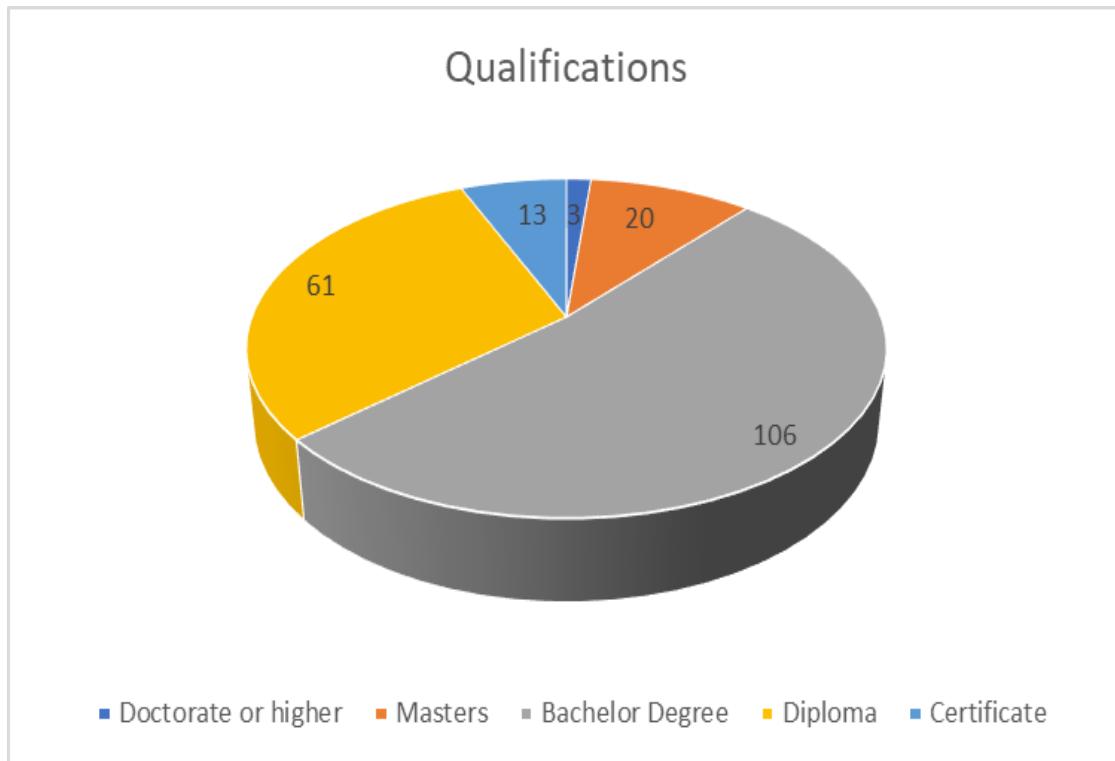
Refer to the *My School* website <http://www.myschool.edu.au/>

# STAFFING INFORMATION

## STAFF COMPOSITION

Workplace Profile	Women		Men		Women Indigenous		Casual		Total Staff	Women %	Men %
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Women	Men			
Senior Executives	6	0	2	0			0	0	8	75	25
Middle Managers	18	0	5	0			0	0	23	78	22
Academic Staff	44	16	5	0			3	1	69	91	9
Administration Staff	32	33	6	1		1	26	8	107	86	14
Catering, Grounds & Other	1	17	2	0			8	3	31	84	16
<b>Total</b>	<b>101</b>	<b>66</b>	<b>20</b>	<b>1</b>		<b>1</b>	<b>37</b>	<b>12</b>	<b>238</b>	<b>83</b>	<b>17</b>

## QUALIFICATIONS OF ALL TEACHING STAFF



## PROFESSIONAL DEVELOPMENT

### Teacher Participation in Professional Development

Description of PD activity	Number of teachers participating in activity
Art and Science of Teaching	86
Data to Support Learning	39
Digital Technologies	53
Early Childhood	41
ESTEAM	2
Leadership	46
Literacy & Numeracy	45
Quality Pedagogy	86
School Improvement	6
Student Wellbeing	16
Subject Specific	33
Supporting Exceptional Learners	9
Preparing for New Senior System	86
Girls Education	10
<b>Total number of teachers participating in at least one activity in the program year</b>	<b>86</b>

### Expenditure on Professional Development

Average expenditure on professional development per teacher	\$829.50
The total funds expended on teacher professional development in 2017	\$71,338.00
The proportion of the teaching staff involved in professional development activities during 2017	100%
The major professional development initiatives were as follows:	
<ul style="list-style-type: none"> <li>• Preparing for New Senior System</li> <li>• Quality Pedagogy</li> <li>• Deepening understanding of the School's Teaching and Learning</li> <li>• Framework, Dimensions of Learning/ASOT</li> </ul>	

## STAFF ATTENDANCE

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

For permanent and temporary classroom teachers and school leaders the average staff attendance rate was 96% in 2017.

**Proportion of teaching staff retained from the previous year:**

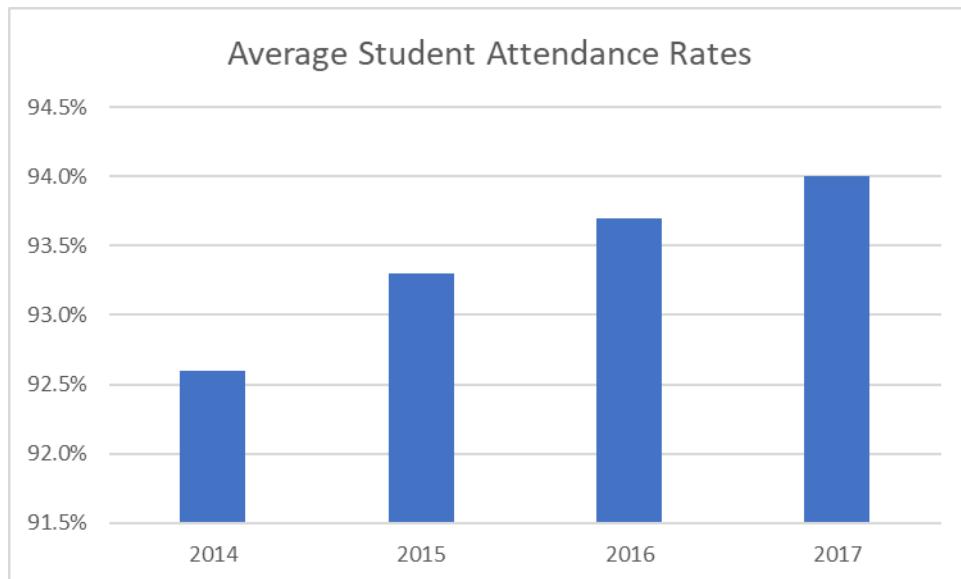
From the end of 2016, 94% of staff were retained for the entire 2017 school year.

# KEY STUDENT OUTCOMES

## STUDENT ATTENDANCE

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

The average attendance rate for the whole school as a percentage in 2017 was 95%.



### Average student attendance rate for each Year level

Year levels	Average attendance rate for each Year level as a percentage in 2017
<b>Junior School</b>	
Prep	93.1%
Year 1	94.9%
Year 2	92.9%
Year 3	95.5%
Year 4	94.5%
Year 5	94.5%
Year 6	95.4%
<b>Middle School</b>	
Year 7	94.2%
Year 8	95.3%
Year 9	93.5%
<b>Senior School</b>	
Year 10	94.6%
Year 11	93.9%
Year 12	93.7%

## **Management of Non-Attendance**

Students are marked present or absent in House Groups every morning at 8.15am. Students must also register their attendance if they arrive at school after this time. Parents/guardians are requested to phone the School to advise of their child's absence each day they are not attending. If this phone call is not received by 9am, the School Reception will phone parents directly to advise their child has not been recorded as attending school. Students must also submit written notification signed by a parent/guardian upon their return to school to their House Group teacher. Absences are recorded on each student's Semester report.

## **NAPLAN RESULTS**

Refer to the *My School* website <http://www.myschool.edu.au/>

## **RETENTION RATE**

### **Apparent Retention Rate Year 10 to 12**

Year 12 student enrolment as a percentage of the Year 10 cohort is 113.8%.

## **YEAR 12 OUTCOMES**

Outcomes for our Year 12 cohort 2017	
Number of students awarded a Senior Education Profile	106
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	91
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	16
Number of students awarded a Queensland Certificate of Education at the end of Year 12	105
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	95.6%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	99.1%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	98.9%

## **POST-SCHOOL DESTINATION INFORMATION**

At the time of publishing this School Annual Report, the results of the 2017 post-school destinations survey, *Next Steps - Student Destination* report for the School was not available. Information about these post-school destinations of our students will be uploaded to the School's website in September after release of the information.