Kelvin Grove State College

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training

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School Overview

Kelvin Grove State College is part of a unique educational precinct. It is only three kilometres from Brisbane City's central business district. Our P-12 college seeks to provide a supportive and engaging learning environment for all. Our focus is on excellence in all areas of education and providing the best "Prep to Pathways" educational experience for all our students. This is articulated and promoted through expectations of a strong work ethic, pride in, and recognition of, socially just practices including valuing social diversity, and civic participation. The College is convenient to public transport, adjoins the Kelvin Grove campus of Queensland University of Technology (QUT), and is close to all the conveniences of the city. It is also adjacent to Kelvin Grove Urban Village. Our transition programs include a Year 5 and 6 High Achievers Program for high achieving students in English, Maths, Science, Art, Music, Business and Technology involving students from all our local feeder primary schools. A Year 7, 8 and 9 Academic Achiever Program for students with high ability in Literacy and Numeracy. We have a broad curriculum base with a choice of over 50 subjects in the Senior School which is complemented by special Excellence Programs and Extension Subjects. These offerings enable students in the Senior School to engage in a suite of subjects to facilitate their transition from school to their chosen pathway, with the best possible educational and experiential foundation to build on. We have developed a dedicated Senior Studies Centre that supports every student in the senior school to attain their future goals. We have one of the the largest Art Departments in the state which allows students to study Visual Arts and Media Studies, with art students of Kelvin Grove State College having achieved numerous art awards and won many art competitions. We offer an extremely strong Music program, including an Instrumental Program which offers a range of highly successful ensembles and encourages students to participate in choir.

Principal's Forward

Introduction

School Progress towards its goals in 2016

This year the college's work has explicitly focussed on the implementation and refinement of the whole of college pedagogical model. Our pedagogical (the method and practice of teaching) model, the Gradual Release of Responsibility is a 4 phase approach to instruction within the classroom. It is not a linear approach, and has the flexibility to be able to be adapted to maximise the learning opportunities throughout the class. The focus of the approach is to develop the collaboration and independent learning skills for the students, to equip them with these skills for their future. These independent learning skills are the skills that will also be the foundation required for students to ensure they are equipped for the future with the implementation of the new Senior External Assessment program, beginning in 2019. The staff are undertaking on-going professional development to develop their skills and strategies to fully utilize this pedagogical model across the classrooms of the campus. This involves whole-of-college professional development further complemented and reinforced by faculty-specific work lead by the Heads of Department or sub-school teams. This is an on-going process for the college and staff understand that this strategy will require constant refinement.

The College is also implementing a Peer Mentoring program to support and re-inforce the learnings in relation to the new pedagogical framework, but also to affirm and share current good classroom practices within the teaching ranks of the college staff. This process has been led by one of the college Strategic Committees who have established a trial group of staff to develop and trial a set of pre and post observation protocols for the mentoring process. This group found the process professionally very valuable and affirming and have shared their findings with the

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college staff through the year. This work will see the full implementation of the Peer Mentoring across the college in 2017.

The college has also worked on the development of an Instructional Leadership model for the classified officers of the college to support the great teaching and learning that occurs here in the college. This is part of the total accountability process that classified officers have for oversight of their portfolios and collection of valid and useful data to inform effectiveness of current practices and inform evolutionary requirements needed for future improvements. Following the development work undertaken throughout this year, this process will undertake a full roll out in 2017 also.

Future Outlook

Our explicit improvement agenda for 2017 is informed by our aim to "provide the best Prep to Pathways educational experience for every student in the college".

It is also guided by our 2017 mantra for all members of the KGSC community; "My goal is not to be better than anyone else, but to be better than I used to be".

Our 3 focus areas are:

1. Fully implement and support the development of the Gradual Release of Responsibility pedagogical model.

2. Fully implement the Peer Mentoring process for all staff across the college.

3. Fully implement the Instructional Leadership process for all the classified officers at KGSC.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	2126	1039	1087	39	93%
2015*	2397	1189	1208	35	94%
2016	2661	1341	1320	43	95%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

The Kelvin Grove State College student body comes from a wide variety of cultural backgrounds with a number of students born overseas. We have a strong International Student Program as well as attracting students from across South East Qld to our Schools of Excellence in Dance, Engineering, Art, Football, Tennis, Volleyball and Golf.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	19	25	25
Year 4 – Year 7	25	27	27
Year 8 – Year 10	25	26	25
Year 11 – Year 12	18	20	19

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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Curriculum Delivery

Our Approach to Curriculum Delivery

Kelvin Grove State College is distinct in the following ways:

- Numerous formal partnership agreements with external bodies that give students highly specialised, and at times, unique learning opportunities and pathways.
- Schools of Excellence (designed to allow students to undertake studies in a specialised course integrated within their usual schedules).

These partnerships and schools of excellence include:

- Queensland Ballet Academy –Years 10-12.
- Year 7, 8 and 9 Academic Achiever Program for students with very high ability in Literacy, Numeracy and Problem Solving.
- Queensland Golf School of Excellence in partnership with the Queensland Golf Unions for Year 8 to 12.
- Schools of Excellence in Tennis and Football (Soccer) in partnership with Tennis Queensland and Football Queensland.
- Year 6 & 7 High Achiever Program for high achieving students in English, Maths, Science, Visual Art, Business, Drama and ICT.
- Excellence in Engineering in partnership with QUT's Faculty of Built Environment and Engineering embedding QUT's ENB110 within the Engineering Technology subject. A $3000 bursary is provided to the top year 12 student to further their studies in engineering at QUT.
- A large Performing Arts department which offers extension courses in Drama and Music, and also accelerated programs in Music, and links to QUT's Creative Industries.
- An extremely strong Instrumental Music program, instrumental music lessons, and students are encouraged to participate in the choir or a range of ensembles.
- Art and Design Excellence is developed in partnership with the Creative Industries Faculty of QUT. This new program offers great opportunities for creative students heading towards careers and further study in Art and Design, with early access to QUT subjects and many other benefits including immersion programs and industry links.

Co-curricular Activities

Students are encouraged to be part of the many extra-curricular activities organised by members from the school community to access and extend their education. Some of these activities include:

Social Justice	String Ensembles	Debating	Orchestra Bands
Chess Club	Musicals	Drama Club	Chaplaincy Group
Environmental Committee	Sound & Lighting Production	Magazine Committee	Science Club
STEM	Choirs	Computer Club	
Sporting Teams	Jazz Group	Peer Mediations	
Cheer Squads	Dance Club	Formal Committee	
		Language Classes	

How Information and Communication Technologies are used to Assist Learning

At Kelvin Grove State College, Information and Communication Technologies are embedded throughout the curriculum. The college has introduced a BYOx program for students in years 7, 8, and 10 and this will roll out to other year levels in the future. Students in other year levels who bring their own device to school can connect to the school network. Classroom teachers use a variety of software, interactive white boards, iPads, and data projectors to facilitate learning. Teachers create Virtual Classrooms and Ed Studios that students can access at home. Classrooms are equipped to connect with teachers' laptop computers and almost all rooms have internet access. The ICT strategic committee is continuing to provide professional development for all staff to ensure currency, integration and relevance of ICTs in all learning experiences across the P-12 College.

Social Climate

Overview

Kelvin Grove State College takes pride in providing a safe and supportive environment in which all students can strive to reach their full potential. The college provides students the opportunity to be known and have a true sense of identity within each of the three sub-schools that, in turn, combine to make the total college. The quality of the relationships within these sub-schools supports the individual learner and provides the more personalised small-school feel to the college yet the combination of the three sub-schools ensures the advantages of a larger school with the economies of scale offered. This includes diverse curriculum offerings, specialised programs and excellence programs, staff able to work across the sub-schools to enhance the learning experiences where this cannot happen as seamlessly in stand-alone primary or high schools. The Kelvin Grove State College supportive school environment consists of a range of support services and pastoral care programs. The following link provides more details on the type of services available in the college for parents and students to access.

http://www.kelvingrovesc.eq.edu.au (select 'Support and resources' from the menu)

The school opinion survey reflects a high level of satisfaction with support for students at the college.

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Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	97%	99%
this is a good school (S2035)	94%	98%	100%
their child likes being at this school* (S2001)	97%	98%	97%
their child feels safe at this school* (S2002)	98%	99%	97%
their child's learning needs are being met at this school* (S2003)	93%	95%	98%
their child is making good progress at this school* (S2004)	94%	97%	96%
teachers at this school expect their child to do his or her best* (S2005)	97%	98%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	94%	95%
teachers at this school motivate their child to learn* (S2007)	91%	96%	96%
teachers at this school treat students fairly* (S2008)	96%	97%	97%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	99%
this school works with them to support their child's learning* (S2010)	90%	96%	98%
this school takes parents' opinions seriously* (S2011)	90%	90%	96%
student behaviour is well managed at this school* (S2012)	95%	96%	97%
this school looks for ways to improve* (S2013)	95%	97%	99%
this school is well maintained* (S2014)	97%	95%	96%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	99%	98%	98%
they like being at their school* (S2036)	98%	96%	97%
they feel safe at their school* (S2037)	98%	98%	97%
their teachers motivate them to learn* (S2038)	96%	96%	96%
their teachers expect them to do their best* (S2039)	98%	99%	100%
their teachers provide them with useful feedback about their school work* (S2040)	96%	96%	95%
teachers treat students fairly at their school* (S2041)	91%	93%	89%
they can talk to their teachers about their concerns* (S2042)	88%	88%	87%
their school takes students' opinions seriously* (S2043)	90%	92%	87%
student behaviour is well managed at their school* (S2044)	89%	89%	86%
their school looks for ways to improve* (S2045)	97%	97%	98%
their school is well maintained* (S2046)	96%	97%	93%
their school gives them opportunities to do interesting things* (S2047)	96%	97%	98%

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Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	98%	98%
they feel that their school is a safe place in which to work (S2070)	97%	97%	97%
they receive useful feedback about their work at their school (S2071)	85%	89%	93%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	84%	87%	80%
students are encouraged to do their best at their school (S2072)	98%	100%	98%
students are treated fairly at their school (S2073)	99%	98%	98%
student behaviour is well managed at their school (S2074)	92%	98%	98%
staff are well supported at their school (S2075)	87%	90%	93%
their school takes staff opinions seriously (S2076)	83%	86%	92%
their school looks for ways to improve (S2077)	95%	99%	97%
their school is well maintained (S2078)	92%	95%	96%
their school gives them opportunities to do interesting things (S2079)	91%	96%	95%

* Nationally agreed student and parent/caregiver items
# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and community engagement

Kelvin Grove State College has an active and supportive Parents and Citizens' Association (P&C). The P&C Association has a number of sub-committees as well as a Parent Advisory Group for each of the three sub-schools. These groups provide opportunities for parents to be extensively involved within the college and with their child's education and personal development. The college offers parent-teacher interviews each semester. In addition, the college provides parents with written reports on their child's performance at the end of Term 1 (mid-semester), and Semesters 1 and 2. A weekly newsletter, The College Chronicle, is provided to families through 'Schoolzine' where parents can access it via an App or access it via the college webpage. The College Executive Principal and Sub School Principals regularly provide tips and advice to encourage parents in ways of supporting their student's learning and participation in school life.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

The college runs a number of age appropriate strategies and programs that supplement the education provided to the children from the home. The Parent Advisory Groups in each of the sub-schools have worked closely with the sub-school Head of School in providing feedback on programs and resources they would like to see provided for both the parent community and the students. This has resulted in the college engaging a number of specialist external providers from both government and private enterprise to educate and upskill both the student, and parent body, on a range of topics. These have been well supported by our community.

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School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	94	123	111
Long Suspensions – 6 to 20 days	4	6	7
Exclusions	2	6	10
Cancellations of Enrolment	0	3	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Students in the college, through the Environmental committee, are constantly reviewing college practices with a view of reducing our environmental footprint and being responsible citizens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	692,074	8,470
2014-2015	768,514	14,669
2015-2016	838,591	9,929

The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.
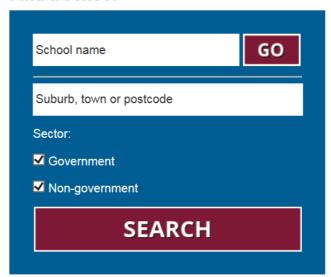
School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at 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 states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by

clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	199	71	<5
Full-time Equivalents	175	52	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	2
Masters	15
Graduate Diploma etc.**	44
Bachelor degree	128
Diploma	10
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were $106026.00

The major professional development initiatives are as follows:

The major professional development initiatives are as follows:

- New whole of College Pedagogical Framework
- Planning and implementation of a Peer Mentoring process
- Planning and implementation of a whole-of-college Instructional leadership process

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	97%	96%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 95% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	94%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	92%	90%	91%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	97%	95%	96%	97%	97%	97%	95%	93%	94%	92%	93%	92%	93%
2015	94%	96%	96%	96%	95%	97%	95%	93%	93%	92%	91%	92%	92%
2016	95%	94%	92%	94%	95%	95%	95%	94%	93%	91%	90%	92%	92%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.
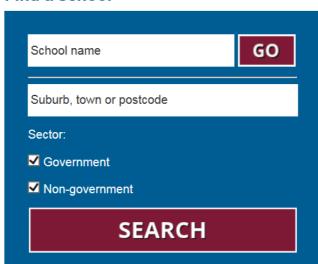
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Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

At Kelvin Grove State College, rolls are marked at the beginning of the day and unexplained absences are reported to parents via text message to mobile phones. Class rolls are marked every period. Parents are notified of continuing unexplained absences by letter and phone calls. Individual period absences are followed up with the issuing of an administration detention. Letters of Compulsory Attendance are forwarded to parents as directed by DETE policy.

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 at http://www.myschool.edu.au/.

To access our NAPLAN results, 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 states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	242	249	222
Number of students awarded a Queensland Certificate of Individual Achievement.	1	0	0
Number of students receiving an Overall Position (OP)	180	177	154
Percentage of Indigenous students receiving an Overall Position (OP)	50%	20%	100%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	54	39	34
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	111	103	109
Number of students awarded an Australian Qualification Framework Certificate II or above.	87	91	99
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	227	233	214
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	80%	80%	83%
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.	97%	98%	97%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	92%	92%	94%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	39	60	45	32	4
2015	39	60	42	32	4
2016	43	52	33	24	2

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2014	16	14	78
2015	7	30	71
2016	15	51	66

As at 3rd February 2017. The above values exclude VISA students.

Diploma in Business, Diploma of Musical Theatre, Cert IV Justice

Cert III Business, Cert III IDMT, Cert III Media (TV & Film)

Cert III Media (Gaming), Cert III Hospitality, Cert III Carpentry

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Cert III Events, Cert III Beauty, Cert III Retail

Cert II Tourism, Cert II Plumbing, Cert II Electrotechnology

Cert II Health, Cert II Sport & Rec, Cert II Sampling & Measurement

Cert II Sport Coaching, Cert II Skin Care, Cert I Construction

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	102%	103%	96%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%	100%	75%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information
The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.kelvingrovesc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx
https://kelvingrovesc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx?RootFolder=%2FSupportandresources%2FFormsanddocuments%2FDocuments%2FNextStep%20documents&FolderCTID=0x012000C998D82387170E45922BE9B1E19F87C1&View={3451DE34-1074-4C2A-87F3-9EABE231B288}

Early leavers information
The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Early leavers from Kelvin Grove State College are predominantly made up of international students and those students whose parents are visiting academics at nearby QUT or engaged temporarily in research at QIMR which is also close by. Other members of the student population who leave prior to completing post compulsory schooling are connected with a Transition Officer and are engaged in employment based training.

Conclusion

The college continues to experience tremendous demand for enrolment places due to the excellence of the academic programs offered here at the college and the safe and supportive environment that nurtures and supports the development of the entire child. These enrolment demands place pressure on facilities and resources and the college has invested heavily in enhancing the learning environment for the students at the college, as well as encouraging staff to have a "futures-focused" mindset through the establishment of a $450000 Curriculum Enhancement and Innovation Fund. This is to encourage and support new and innovative learning experiences and opportunities for our students to best prepare them for their future. The college has continued to develop meaningful partnerships with external organizations that value-add to the total curriculum of the college. In 2016, the planning and development of a Senior Studies Centre was begun in readiness for the 2017 school year. This is a tremendous

resource for the students of the college and will enable us to plan, support and deliver the pathway options for every student in the senior school. This centre will track and support all 900 students in years 10-12, ensuring they understand the requirements of their chosen pathway and are developing the skills and attributes required and expected by their future employers.

The new multi-storey classroom block to be delivered in the junior school will see state-of-art learning spaces provided for our students in the junior campus. There will be four new Prep classrooms and 12 general learning areas in this new learning block. The delivery of this space will also see the college able to reclaim play space for the students in the junior school. This is crucial to the well-being of all the students in this campus.

The opportunities provided to the students of the college are second to none and something we as a community, are very proud of. The college takes pride in every aspect of its business and looks forward to future refinement and delivering a cutting edge experience for our students.

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