



*Developing character, inspiring hope.*

## Saint Stephen's College 2008 ANNUAL REPORT

*This report complies with State and Commonwealth Reporting requirements*

### Descriptive Information

Saint Stephen's College is an independent coeducational college, affiliated with the Traditional Anglican Church of Australia. The College offers classes from Prep to Year 12, and is located on Reserve Road, Coomera in Queensland. At the 2008 August Census date, total enrolments were 1237 students.

College website: [www.saintstephenscollege.net.au](http://www.saintstephenscollege.net.au)



### The College Mission and Vision

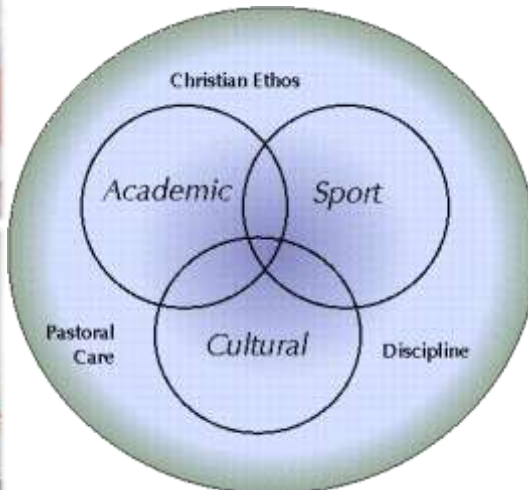
**Our Mission** "We develop character and inspire hope"

#### Our Vision

*"Saint Stephen's College is a learning community centered on Christian principles. As such, it fosters self directed, determined, courageous and skilful people of substance who will make a positive difference to their communities, whilst they are at school, and when they graduate. Our students will leave Year 12 with a strong sense of who they are and with the courage and skills to thrive in the 21st Century."*

### Educational Philosophy

**Encouragement, motivation and support to allow all students to achieve to their personal best.  
An ethos and philosophy based on mutual respect and understanding.**



The accepted Mission obliges Saint Stephen's College to acknowledge that education involves the development of the whole person - spiritual, intellectual, physical, emotional, social and moral - and that it should prepare young men and women to be effective, committed, active and positive members of the rapidly changing multi-cultural environment of the 21st Century. Out of this Mission Statement, the College has developed the following philosophy:

- To adhere to a Christian ethos, but deliberately including (and sensitive towards) the equality of all branches of the Christian faith and other faiths.
- To foster a genuine understanding for the heritage of the Aboriginal and Torres Strait Islander people within our multi-cultural society; and to ensure that the learning outcomes of Aboriginal and Torres Strait Islander students match those of other students. To lead students to understand the need for them to contribute to reconciliation between indigenous and non-indigenous Australians.



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- To foster genuine human relationships of equality among students, staff, parents and others associated with the College, irrespective of ethnic and racial origin, religious practice, sex, socio-economic background or intellectual and/or physical capabilities.
- To provide a holistic integrated educational experience for students of child care, junior and senior school, which will develop problem-solving, decision making and creative thinking skills in order that students may participate as confident and contributing members of contemporary society, capable of meeting the demands of a rapidly changing world.



- To provide a 'developmental' curriculum delivery, where each student's learning programme is based on his/her individual progress and readiness.
- To provide within the developmental curriculum, a set of 'Essential Learnings' (that is, life skills and attitudes which young men and women require to live out a comfortable and successful life as adults in the rapidly changing world of the 21st Century). In the curriculum model, these Essential Learnings will be the core which unifies all learning in all subject areas. Indeed, the integration of a school's curriculum will be based upon those Essential Learnings necessary for students to become effective and contributing members of contemporary society.



- To engender in each student qualities of personal dignity, poise, graciousness and social maturity.
- To acknowledge and accept the responsibility of preparing students for the 21st Century - 'The Age of Information and Communication'. This will be achieved through the implementation and integration of Information Technology across the entire curriculum.

- To foster a school as a learning community where teachers, students and parents work in partnership with the wider community, including industry and business.
- To deliver an understanding that our students have a responsibility not only to Queensland and to Australia, but also to the international community to which they belong. (This will be achieved not only through the philosophical emphasis in the College, but also through a most comprehensive overseas student exchange programme; and by promoting our product on the international market).
- To recognize the vitality and relevance of Australia of the 21st Century as a very successful and multi-cultural society.
- To foster an environment where the whole School Family recognizes the responsibility of all people to understand and to enhance the ecology of the local, national and international communities.
- To be aware of the intrinsic place of parents, as the prime educators of their children; and to be aware that the achievement of educational excellence requires an effective partnership, with shared values, between the home and the school.



- To provide a pastoral care network in the curriculum to support and encourage each and every student. All students are considered special and a partnership of care between families and staff will be developed.
- To provide a safe environment where the physical and psychological well-being of each student is protected by clear structures and procedures.



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- To foster an environment where disadvantaged students may maximize their educational outcomes by providing equal opportunity for all students to achieve to their potential, whether they are gifted or students with physical or learning disabilities. Skilled care and attention will allow students to achieve their full potential.
- To cultivate the intellectual values, promoting in the students integrity, respect for the truth, openness to reality, and other scholarly virtues and aiming to provide each student with a mastery of the basic subjects and skills whilst guiding individuals towards their own levels of achievement.

## Distinctive Curriculum Offerings

The College offers subjects developed by or endorsed by the Queensland Studies Authority, as well as an accredited Intensive English Language Programme for international students. The academic programmes are supported by a personal development programme integrated into the curriculum and numerous Year Level camps. The College also offers individualised programmes designed to meet the educational needs of students with special needs as well as students who demonstrate particular gifts or talents. The College has a number of students completing traineeships in Years 11 and 12. Other students have elected to study semester units at Griffith, QUT or Bond University while in Years 11 and 12.



## Extra-Curricular Activities and College Culture

Students from Year 4 upwards are involved in the Association of Private Schools (APS) sports programme. Students are also offered the opportunity to be involved in a range of service and cultural activities. These include various community service groups, Duke of Edinburgh, Outward Bound, Young Endeavour, debating, public speaking, chess, drama, dancing, aerobics and numerous vocal and instrumental performance groups. There are variety of clubs operating within the College, including Readers Cup, Robotics, Nimble Fingers, Art, Adventure, Interact, Community Service, Environment and Science. Parents, teachers and students again operated a drink station at the Gold Coast Marathon, donating proceeds to the TSION Mariam School in Ethiopia.



The College boasts a strong vertical House system, providing an avenue for the delivery of both pastoral care and sporting opportunities for students. Every member of the College is attached to a House. In Prep to Year 7, the House is the focus of inter-house competitions. In Years 7 to 12 the House also becomes the focus of pastoral care. In Prep to Year 6, the classroom teacher is the principal care giver. In Years 7 and 8, students have access to 'core' teachers as well as their tutors and Head of House. In Years 9 to 12, students also have contact with Year Level Coordinators. Heads of Programme oversee curriculum and welfare issues. Additional support is provided by the College Counsellor and College Nurse. The College is divided into a number of programmes to provide a focus on particular learning and developmental needs.

In 2008, a number of students participated at state, national and international levels in sport. Students also participated with distinction in numerous state and national academic competitions. As well, the College Chaplain received the prestigious World Vision, Tim Costello Award. Due to the generosity of the Goda Foundation Educational Trust, numerous students again have been given the opportunity to participate in various programmes including Young Endeavour, Outward Bound and Global Young Leaders Conference.



Parents are involved in many facets of the College curricular and co-curricular life. They are involved through assisting with various reading and other support programmes. One of the highlights of the College year is Grandparents' and Special Friends' Day. Saint Stephen's College has an active Parents and Friends Association who are responsible for a number of functions throughout the year.



Guest speaker Lee Kernaghan at Young Men's Day



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## Staff Information

### COLLEGE PERSONNEL 2008

#### College Board

##### **Chairman**

Most Reverend John Hepworth, PhD, BA Hons, B.Th., GradDip REd

##### **Board Members**

Dr Murray Evans, TSTC, BCom, MEd, PhD

Mr Peter Hollett

Mr Cec Munns, AM, BA, M Lit St, Dip T, MACE, FQIEA

Mr Aaron Simpson, Barrister-at-Law (Qld & High Court)

Mr John Somerset, BCom, Grad Dip App Fin & Inv, ACA, GAICD, F Fin

Mrs Karen St George, REIQ., JP(Qual)

#### Executive Management

##### **Headmaster**

Mr Jamie Dorrington, BA DipEd, MA, MEd.Admin, MBA, AIMM, MAHRI

##### **Commercial Manager**

Mrs Dolores Santosa, BBus, CPA

##### **Deputy Headmaster**

Mr Andrew Bell, BEd, PDHPE(Hons)

##### **Assistant to the Headmaster - International Education**

Ms Sam Holmes, BEd, LOTE(Japanese)

##### **Assistant to the Headmaster - Teaching & Learning Innovations**

Ms Rosalyn Comport, DipT, TESOL, BPD/H/PE

##### **Assistant to the Headmaster - Admin & Compliance**

Mr Bob Nicol, BA, DipEd

##### **Director of Studies & Head of Credentials Programme**

Mr Kevin Lynch, BSc, DipEd, MEd

##### **Human Resource Manager**

Mr Ray Jackson, MBA, BSc, Dip.Ed, GradDipCompEd, MACE

#### Corporate Staff

##### **Accountant**

Mrs Surong Ge, BCom, BBus, CPA

##### **Director of Child Care Centre**

Mrs Pauline Bailey, Adv DipEdCC

##### **Director of Community Relations**

Mrs Sally Thibault, Dip Prof Counselling ADAPEF

##### **Director of Enrolments**

Mrs Mary Wells, BA, JP (Qual)

##### **Headmaster's Personal Assistant**

Mrs Carolyn Brickell, Dip Human Res Mgmt, JP (Qual)

##### **Information Technology Manager**

Mr David Craft, BInfTech, MCP

#### Heads of Department

##### **Chaplain**

Fr Andrew Kinmont, BEng (Hons) T/OSA

##### **Director of eLearning**

Mr Peter West, BEd, Dip T

##### **Director of Performing Arts**

Mr Samuel Konise, MMus, BMus Perf

##### **Head of Information Services**

Mrs Annie White, MLI (Teacher Librarianship), BEd, DipT(Hons)

##### **Director of Sport**

Mr Rod Seib, BEd

##### **Head of Community Service and Education**

Mrs Carmel Stolarчук, BEd

##### **Head of Health, Physical Education & Personal Development**

Mr Glenn Amezdroz, MEd, BEd, DipPhysEd

##### **Head of Humanities (Shared position)**

Mrs Gaye Affleck, BEC, DipEd, MEd

Ms Jacqlyn Cassidy, BA, DipEd

##### **Head of Information Technology**

Mr Andrew McCaskill, BTechEd, MCSE, MCP

##### **Head of Languages**

Mr Kelvin van Niekerk, BA DipT

##### **Head of Mathematics**

Mrs Lynn Marx, BEd, BA, HDE

##### **Head of Pastoral Care (Prep to Year 6)**

Mr Chris Gray, DipT, MACE

##### **Head of Physical Sciences**

Mr David Wyatt, BSc, DipEd

#### Subject Coordinators

##### **Coordinator of Drama**

Ms Claire Christian, BEd Drama

##### **Coordinator of Learning Enrichment**

Mrs Karen Doyle, BSc(Hons) BEd(Sec), GradCert(Gifted&Talented)

##### **Coordinator of Learning Support Services**

Miss Cherie O'Dwyer, BEd(Pri), MSp.Ed

##### **Coordinator of Music**

Mr Robert Burrell, BMus(Dist), GradDipEd

##### **Coordinator of Student Learning Services**

Mrs Nonita Saint, Dip.Ed, Dip TESL, NZTTC, BEd

##### **Coordinator of Sport (Prep to Year 3)**

Mrs Prue Davies, BEd(PhysEd)

##### **Coordinator of Visual Art**

Miss Bernadette Zahra, BVA, GradBEd (Term 2)

Ms Nicole Scott, BEd, BA CI (Term 1 & Sem 2)

#### Heads of Programme

##### **Coordinator of Preparatory**

Mrs Teena Nienaber, BEd

##### **Head of Foundations Programme (Years 1 to 3)**

Mr Brian Fischer, BEd (EC)

##### **Head of Consolidations Programme (Years 4 to 6)**

Miss Kylie Ryan, BEd, MEd

##### **Head of Connections Programme (Years 7 & 8)**

Miss Anne Trethewey, BEd, BTeach

##### **Head of Experiences Programme (Years 9 & 10)**

Mrs Michaela Joseph, BA LAL, BEd

##### **Head of Credentials Programme (Years 11 & 12)**

Mr Kevin Lynch, BSc, DipEd, MEd  
(Mr Lynch is also the Director of Studies)

##### **Assistant to the Director of Studies (Years 11 & 12)**

Mr Stephen Spilsted, BEd(Hons)





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## Heads of House

- Bell** - Mr Gavin Neuper, BA, HDE
- Greasley** - Ms Kate Naug, BEd (Hons)
- Haley** - Miss Lucy Horn, BEd
- Hughes** - Mr Shilo Mahoney, BEd, BSc, GradDipSci(Chem)
- Hughes** - Mr Iain Taylor, BSc, GradDipEd (Sem1)

## College Nurse/Rehabilitation Coordinator

Mrs Michelle McBride, RN, RM, WHSO, RC

## College Counsellor

Mrs Daleen Engelbrecht, BAEd, BEd(Psych), MEd(Psych)

## Careers Advisor

Mrs Sue Muir, BA, DipEd

## Teaching Staff



- Mrs Rebekah Barrie, BEd, BA(Info Studies)
- Mr David Bear, BTeach
- Ms Sam Birch, BAQTS (Hons)
- Miss Belinda Brown, BEd, BExSc
- Mrs Shanine Collavino, BEd(Pri)
- Mrs Lindy Culverwell, BEd, BExSc
- Mr Bohdan Davison, BMus, PCEd
- Ms Kerrie Doolan, BEd
- Mrs Lisa Evans, BA, BEd, GradCertCritical Care, BANursing
- Ms Zoe Franks, BVA, BEd, GradCert(Museum Studies)
- Mr Anthony Fraser, BEd MEd(SE), CertEd(MidYrsSchIng)
- Mrs Alicia Gailer, BEd, BlntBus
- Mr Alex Georgiadis, BEd
- Mrs Nikki Georgiadis, BEd, CertRED
- Mrs Kristie Gray, BEd
- Mrs Kim Hallam, BEd (EC), JP (Qual)
- Mrs Jane Harris, BEd
- Mr David Hendrickson, BA (History), DipEd
- Mrs Glenys Heslin, DipT, MEd, GradCertSpEd
- Miss Katrina Hofmeier, BEd(Pri)
- Mrs Rebecca Horry, BA(Hons), Grad DipEd
- Mrs Marianne Huxley, BEd
- Miss Jacinta Hyman, BEd, BExSc
- Mrs Karen Innes, BPhysEd, DipT
- Mrs Kerrie Jermyn, BEd
- Mrs Jodi Langenhoven, BEd(Pri)
- Mr Keith Leitch, BSc, MEd
- Mr Conor Laenen, BA, BEd
- Mrs Leanne Lyle, DipT
- Mrs Katrina McLachlan, BEd
- Mrs Meredith McClelland, BEd(Pri)
- Miss Kayla Miller, BEd(Pri)
- Mrs Gabriella Neaves, DipEd, BA GradDipFET, Cert1VBusMgt
- Mrs Fiona Marsh, BEd(Pri)
- Miss Laura Northway, BA, BEd

- Mr Matthew Noel, BEd, BTeach
- Mr Keiichiro Onoe, GDipEd, BlntTech, DipBus
- Mr Matteo Parente, BEd, BSc, MSc (Medical Physics)
- Ms Gabriela Pereira, BCom, ME Prac, Cert CELTA
- Mrs Katrina Riley, BEd
- Mrs Judy Russell, BEd(Hons)
- Mr Daniel Saw, BA App Sci (Environmental), DipEd(Sec)
- Mrs Nicole Scott, BEd, BA CI
- Mr Grant Seaby, BTechEd
- Mr Michael Skehan, BEd
- Miss Kirsty Sorrensen, BEd(Pri)
- Mrs Michelle Stevens, BA, DipEd(Sec)
- Mr Rob Stewart, B.Bus, Grad.Dip.Jour, Grad.Dip.Ed(Sec)
- Miss Kathryn Thornton, BEd(Pri)
- Miss Melissa Tronc, BEd(Pri)
- Miss Kate Torode, BEd(Pri)
- Mr Neill Whittington, BEd
- Miss Laura Wren, BEd(Sec)

## Visiting Tutors

### **Art**

Mrs Betty Bibby, Dip Art

### **Brass**

Mr Darren Skaar, BMus

### **Chess**

Mr Matthew Sonter

### **Clarinet/Saxophone**

Mr Stephen Wylks, BMusPerf

### **Dance**

Mrs Leigh Elliot, A(Dip) CSA-CICB, Cert IV

### **Double Bass**

Mr Paul O'Brien, B.Mus

### **ELICOS**

Mrs Sharon Edwards, HDE, FDE:RemEd, BA, GDipTESOL

Mr Neil Krieger, DipT, MEd

### **ESL**

Mrs Hazel Saunders-Bass, BA, DipEd, Cert. IV TESOL

### **Guitar/Keyboard**

Mr Juan Garcia, TSMT(Argentina)

### **Learning Support**

Mrs Jose Padman, GradDipEd(EChild)

### **Percussion**

Mrs Jessie Mountford, BMus

### **Piano**

Miss Emma Hanley, BMus

### **Speech and Drama**

Mrs Linda van Viersan, ATCL, LTCL

### **Strings**

Miss Jenny Marshall, B.Mus Hons

Mrs Elanor Khan

### **Suzuki Strings**

Miss Caitlin Lacy, Grade 7 AMEB

### **Taekwondo**

Mr Stephen Brown

### **Voice (Singing)**

Miss Susie McCann, BMus -Theatre

### **Woodwind**

Mr Gerrit Bon, UPLM





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## **Sports Assistants**

Mrs Shirlee Curtis  
Mr Ryan Soars

## **Administration Staff**

Mrs Karen Ball  
Miss Yvonne Bampa  
Mrs Kay Brimelow, Adv Cert Acct  
Mrs Katrina Flower, BA, BEd(Sec)  
Miss Hayley Forté, Dip Bus  
Mrs Marjie Howard  
Mrs Bronwyn Law  
Mrs Caroline Lister  
Miss Stacey Parker  
Mrs Sue Schmidt, Cert IV Bus Admin  
Miss Alissa Thibault  
Mrs Linda Webb

## **Teacher Aides**

Mrs Tandy Arnold, CertIII Ed Supp  
Mrs Jane Coudrey  
Mrs Samantha Davey  
Mrs Kate Flint, CertIII Ed Supp  
Mrs Samantha Hughes, CertIII Ed Supp  
Mrs Julie Larsen, CertIII Ed Supp  
Mrs Marina Loborec  
Mrs Annette McDonald  
Mrs Donna McManimm  
Mrs Christine McNeill, Cert IV Ed Supp  
Mrs Claudia Saint Clair, CertIII Ed Supp

## **Accounts Staff**

Mrs Riana Hay, Dip Acct - Personnel Officer  
Mrs Paula Axford-Wood, Dip Acct - Accounts Receivable  
Mrs Rowena Parfitt - Accounts Payable

## **Information Technology**

Mr Neil Hennessy - System Administrator  
Mr Tim Harris, BInfTech - IT Officer



## **Bookshop/Uniform**

Mrs Wendy Maccullagh - Coordinator  
Mrs Ondra Taylor - Assistant

## **Maintenance**

Mr Ron McKay - Property Manager  
Mr Dan Lalic - Assistant  
Mr Leon Kelleway - Assistant

## **College Bus Driver**

Mr Michael Owens  
Mr Joe Robinson  
Mr Tony McNicol



## **Cleaners**

Mrs Lorraine Banks  
Ms Linda Keough  
Mr Mike Moore  
Ms Lynne Potter  
Mrs Christine Rosenthal  
Mr Joe Weinrabe

## **Canteen (Alliance Catering)**

Mrs Kelli Anderson;  
Cert IV Frontline Mangmt – Coordinator  
Mrs Alyson Costi – Assistant



## **Child Care Centre Staff**

Miss Kirsten Barlow, DipEd - Assistant Director  
Miss Tanya Blaikie, DipEdCC - Group Leader  
Miss Kelly Fretwell, Studying DipEd CC - Group Leader  
Miss Kate McLaren, Studying DipEd CC - Group Leader  
Ms Rachael Betts, CertIII CC - Assistant  
Ms Tamsin Chisnall, Studying CertIII CC - Assistant  
Ms Caroline Dryden, CertIII CC - Assistant  
Ms Tanya Hili, CertIII CC - Assistant  
Ms Shae Parr, CertIII CC - Assistant  
Miss Fiona Vaughan, CertIII CC - Assistant  
Miss Melissa Williams, CertIII CC - Assistant

## **After School & Vacation Care**

Miss Chantelle Clark, BSocSc - Coordinator  
Miss Kym Jones, BPsych - Assistant

## **Assistants**

### **Science Laboratory Assistant**

Mrs Faye Beechen

### **Library Technicians**

Mrs Nolene Buchanan, Dip.LIS  
Mrs Narelle Waite, Cert IV (Lib & Info Serv)

### **Visual Arts Assistant**

Mrs Fiona Sandral



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## Qualifications of All Teachers

Qualification	Number / Percentage of classroom teachers and school leaders at the school
Doctorate	0%
Masters	8.8%
Bachelor Degree	89.0%
Diploma	2.2%
Certificate	0%

## Expenditure On and Teacher Participation in Professional Development

The funds expended, not including relief teachers, on professional development of teaching staff in 2008 was \$81 038.94 and a further \$10 259.40 on nonteaching staff.

The average expenditure on professional development per teaching staff member was \$890.54.

The major professional development initiatives were Interactive Whiteboards, Boys in Education, AGQTP Numeracy, Workplace Health and Safety, Online reporting, E-learning, Curriculum issues including QSA and Subject specific workshops, Dimensions of Learning and Pastoral Care seminars.

The involvement of the teaching staff in professional development activities during 2008 was 100% with all staff attending at least two professional development learning days.

## Average Staff Attendance

For permanent and temporary teaching staff and school leaders the staff attendance rate was 96.1% in 2008.

## Proportion of Teaching Staff Retained from the Previous Year

From the end of 2007 91.6% of staff were retained for the entire 2008 school year.





## Key Student Outcomes

### Average Student Attendance Rate

The average attendance rate as a percentage in 2008 was 95%

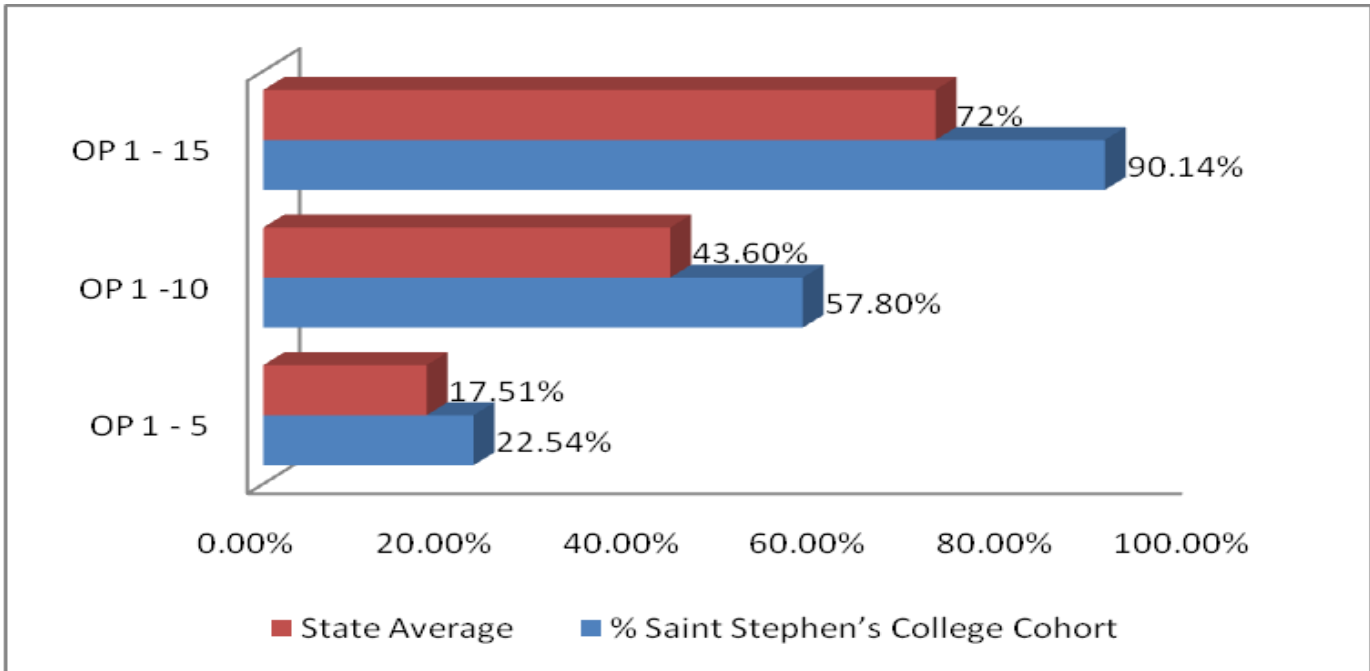
### Reading, Writing and Numeracy Benchmark Data 2008 NAPLAN Years 3, 5, 7 & 9 Tests Comparative Report

	NATIONAL AVERAGE	STATE AVERAGE	SSC 2008 AVERAGE	% SSC AVERAGE ABOVE STATE AVERAGE	% SSC AVERAGE ABOVE NATIONAL AVERAGE	% SSC ABOVE NATIONAL MINIMUM STANDARD
<b>Year 3</b>						
Reading	400.4	372	<b>412</b>	10.7%	3%	97.5%
Writing	414.2	391	<b>443</b>	13.2%	7%	100%
Spelling	399.3	366	<b>414</b>	13.1%	3.6%	99%
Grammar/Punctuation	402.9	370	<b>418</b>	12.9%	3.7%	98%
Numeracy	396.7	368	<b>402</b>	9.2%	1%	98.79%
<b>Year 5</b>						
Reading	484.3	467	<b>520</b>	11.3%	7.4%	97.85%
Writing	486.4	468	<b>510</b>	8.9%	4.9%	96.77%
Spelling	483.6	461	<b>499</b>	8.2%	3%	97%
Grammar/Punctuation	496.0	477	<b>520</b>	9.0%	4.8%	97%
Numeracy	475.7	457	<b>507</b>	10.9%	6.5%	96
<b>Year 7</b>						
Reading	536.6	529	<b>545</b>	3.02%	1.48%	98.97%
Writing	533.7	521	<b>543</b>	4.22%	1.68%	93.76%
Spelling	538.6	527	<b>558</b>	5.8%	3.7%	97%
Grammar/Punctuation	529.0	519	<b>535</b>	3.08%	1.13%	95%
Numeracy	544.9	540	<b>571</b>	5.7%	4.7%	100%
<b>Year 9</b>						
Reading	578.0	569	<b>590</b>	3.69%	2.07%	95.15%
Writing	569.3	553	<b>578</b>	4.52%	1.58%	94.17%
Spelling	577	568	<b>595</b>	4.75%	3.11%	91%
Grammar/Punctuation	569.2	566	<b>601</b>	6.18%	5.6%	91%
Numeracy	582.2	573	<b>599</b>	4.53%	2.9%	97.05%



National Literacy and Numeracy testing again produced pleasing results for Saint Stephen's College students. This was the first time Year 9 students participated in the NAPLAN testing. In all criteria, Saint Stephen's students significantly outperformed both the State and National averages. The College has well established procedures to identify and support students at risk of falling below the National Benchmark, both prior and after the NAPLAN testing. The high average scores and proportion of students in the upper bands of the testing data support the benefits of the curriculum programmes for students across a range of skills.





**Comparison of 2008 Year 12 SSC and State OP Results**

**Year 12 Academic Results**

	2003	2004	2005	2006	2007	2008
3. Gender	C	C	C	C	C	C
4. Breadth of Curriculum (number of subject-area categories offered)	10	10	10	10	10	10
5. Number of Post-Compulsory School Education certificates awarded	0	0	0	0	0	0
6. OP-eligible and no VET Certificate	58	75	92	74	73	67
7. OP-eligible and one or more VET qualifications	0	0	1	3	4	4
8. OP-ineligible and no VET qualifications	2	0	1	4	3	2
9. OP-ineligible and one or more VET qualifications	0	0	5	5	2	2
10. Total Senior Certificates awarded	60	75	99	86	82	73
11. Number of students completing one or more VET competencies	0	1	6	3	4	8
12. Number of VET qualifications awarded	0	0	6	8	6	8
13. Number of students completing or continuing a school-based apprenticeship or traineeship	0	0	6	8	6	5
14. Percentage of OP-eligible students with an OP 1-15	88	84	72	73	82	90
15. Percentage of students with a Senior Certificate and with one or more VET qualifications	0	0	6	9	7	11
16. Percentage of students with a Senior Certificate and either OP eligibility or at least one VET qualification	97	100	99	95	96	90
17. Percentage of QTAC applicants receiving an offer	100	-	99	97	97	90



Extract from the Headmaster's article related to OP results in the College 'Acta Ludi' Vol 14, 8 May 2009

## The long awaited publication of 2008 academic results in the Courier Mail



I was certainly very pleased to be able to report on our outstanding OP1- OP10 results at the beginning of this year and I was pleased to look over the complete set of the 2008 Year 12 academic results published in Tuesday's Courier Mail.

Whilst the results published this week do not give a complete indication of the quality of individual schools, they do provide interesting data about a narrow dimension of academic results. The column that draws most attention is Column 10 which reports on the percentage of *OP eligible students* who received an OP between 1 and 15. At first glance, Saint Stephen's College ranked in the top 25 schools in the state (out of 342 schools on the list) on the basis of percentage of students receiving an OP1-15 and I know that the 90% of students who achieved this result were very pleased.

The paper itself indicates that schools with very low numbers of students who are OP eligible (by their reckoning schools with less than 15 OP eligible students) should be discounted from the calculation. If I exclude those schools we actually ranked in the top 12 in the state. If you are prepared to spend a little time, as I did this morning, with a calculator in hand, you can actually calculate the percentage of students in the Year 12 cohort (not just OP eligible students) who achieved an OP between 1 and 15. It is important to take this next step because a significant number of schools have a large proportion of students who are OP ineligible. ...

I assume that parents are really interested in the academic profile of a school and so it is important to consider or compare OP results to the total cohort. Saint Stephen's College had 73 students in last year's Year 12 cohort, of which 67 were OP eligible (92% of the year group). 90% of this group achieved an OP between 1 and 15, which means that 83% of our cohort achieved an OP between 1 and 15. This result places us 4th in the state behind Brisbane Girls Grammar School, Brisbane Grammar School and Matthew Flinders Anglican College (with 84%)

Of course, it is also possible to compare schools on the basis of other ways of looking at the results, such as OP 1- 10. This gives a better impression of a student's chance to enter their first choice of University course. Again, we compare extremely well with the rest of Queensland.

I again congratulate everyone who contributed to our success last year, which is generally in keeping with our historical performance.

The other dimensions of school life not captured in this table include the happiness of students, their involvement in extra-curricular activities, their relationships with teachers and the quality of their character. I will leave you to make your own assessment of our performance in these areas.

I know some schools have been running expensive advertising campaigns highlighting their achievements. I have decided to save our money as our greatest advertising advocates are you, our parents.

Jamie Dorrington

### Apparent Retention Rate

The Year 12 student enrolment as a percentage of the Year 10 cohort in 2006 was 75.2%.

The three year running average on Apparent Retention Rate of Year 10 to Year 12 was 85.76%.





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## Value Added Features at Saint Stephen's College

### **Percentage Improvement in Benchmark Testing over time**



There have been improvements in benchmark testing in some classes. The students at the College consistently outperform the state average and all but a few students achieved scores above the benchmark.

### **Extra-Curricular Programmes**

Students from Year 4 upwards are involved in the Association of Private Schools (APS) sports programme. Students are also offered the opportunity to be involved in debating, music, drama, public speaking, community service, Duke of Edinburgh, and various other activities.

### **Specialist programmes showing improved outcomes for students with disabilities**

The College offers a variety of programmes designed to assist students in numeracy and literacy. Evidence suggests that the vast majority of these students improve their performance in these areas.

### **Provision of extension programmes such as university courses available to senior students**

A number of students are enrolled in programmes at Griffith, QUT and Bond Universities. These students are able to obtain credit for university degrees. Selected younger students are exposed to extension activities to promote thinking processes, this includes students participating in the online Stanford University Maths program for gifted youth.

### **Professional Learning to Improve Student Outcomes**

A significant amount of staff time has been devoted to conducting professional learning for staff both on and off campus. The budget for professional learning significantly increased in 2008. Professional learning helps enable staff to deliver cutting edge educational concepts and promotes the College pastoral care programme. A significant proportion of the teaching staff maintain membership in QSA District Review Panels for Years 11 and 12 subjects. Four members of staff held positions of QSA District Review Panel Chair in various subjects.

### **Specific programmes in relation to student welfare, life skills, building confidence and self esteem**

The College delivers a personal development programme through a number of avenues. Students in Years 7 -11 participate in Health and Personal Development classes. From this subject funding was obtained to develop a DVD related to drug education. Personal development classes are supported by the inclusion of the "7 Habits of Highly Effective Teenagers" programme and training students a Peer Helpers to promote peer support and to minimise bullying. The College's camp programmes aim to increase self esteem, self confidence and team skills.



### **Programmes to assist students in tertiary entry or entry into the workforce**

The College offers students the opportunity to be involved in work experience and traineeships. Considerable time was devoted to training and informing staff, students and parents in the implementation of SET plans for Year 10 students, and reviewing progress of older students, as a part of obtaining their Queensland Certificate of Education.

### **How Computers are Used to Assist Learning**

Students have access to computers throughout the College. The College has four class sized computer labs as well as pods of laptop computers in many classrooms and two annexes of computers in the Connections building. The majority of classrooms are equipped with Interactive White Boards or data projectors. Curriculum time has been allocated for Year 7 and 8 students to obtain their International Computer Driver's Licence. An active Robotics Club has been established, primarily for students in Years 4 to 7. The teaching staff have access to either an individual desktop or laptop computer. Training and staff professional development have continued to complement the high rate of use of technology in the classrooms.



### **Parent, Student and Teacher Satisfaction**

The College regularly surveys parents, students and staff to assess the effectiveness of initiatives. The continued growth in enrolments, and the number of students on the waiting list, is an indication of the positive perception the community views the College's

academic and pastoral reputation.

The consistently high rate of staff and student attendance supports the notion the College provides a positive environment for all members of the College community. This is supported by the high retention rate of both students and staff.





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The College continues to perform well above the state average in benchmark testing, such as the Years 3, 5 and 7 and 9 Numeracy and Literacy tests and QSA OP results for Year 12 students.

## School Progress Towards its Goals each Year

The Headmaster's Annual Speech Night report identified the wide ranging progress which has been achieved in relation to the goals and values of the strategic plan during the year.

### Headmaster's 2008 Speech Night Report

This year has been another busy one at Saint Stephen's College, with building programmes, curriculum changes, academic, pastoral, sporting and cultural programmes keeping staff, students and parents actively engaged.

Our Year 7 and 8 students moved into their new Connections classrooms in January. These eight classrooms with adjoining computer annexes continue to receive favourable comments from visitors. The new home base has helped Miss Trethewey and her staff to deliver a highly effective middle years programme. Progress continues on the ten classroom block being developed for the Consolidations Programme and I know Ms Ryan and her team are looking forward to moving into their new rooms in February. This project has been overseen by our Commercial manager, Mrs Santosa, and I know she is looking forward to seeing our Year 4 to 6 students enjoying their new facilities, including new handball courts and seating areas overlooking the lagoon. A new change room facility and small weights gym will be built adjacent to our new multi-purpose courts in the coming months and we have plans to develop another section of the covered seating area overlooking the sports fields.



The College's academic programme was further strengthened this year, with a fine tuning of electives in Years 11 and 12 and the continued expansion of Japanese and Spanish. At the same time we were able to increase the resources allocated to learning support and gifted and talented programmes. Next year we plan to introduce Certificate III in Media. The vocational credential will provide a very attractive pathway for students interested in a career in broadcasting or events.



Each year school's send their Year 12 assessment folios for a panel of peers to review. The very best samples are sent away as state exemplars. This year nine of our submissions were selected as state exemplars. This is a significant feather in the caps of our curriculum team. One of our Heads of Department, Mr Glen Amezdroz, developed a drug education programme that has been recognised as best practice by Independent Schools Queensland. His programme that involves our physical education students working on a canoeing programme for the disabled has also earned him national praise, with a Prime Minister's Award for Excellence in Community Business Partnerships. On the subject of awards, I was honoured to be one of the people to witness our Fr. Andrew Kinmont being awarded the very

prestigious Tim Costello Award at the World Vision Queensland Youth Logie Awards.

The College continued to grow slightly faster rate than we predicted, and we finished the year with 1235 students from Preparatory to Year 12. The vast majority of parent who bring their children in for an enrolment interview comment on the pleasant atmosphere in the grounds. The fact that our visitors see lots of smiling faces speaks volumes about the way our students interact with each other and with members of staff and visitors. We continue to have students who support and encourage each other. More than anything else I believe this is what makes Saint Stephen's College so special.





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Our international programme also grew stronger this year, with students selecting Saint Stephen's from as far away as Hong Kong, Japan, South Korea, China, Viet Nam, and Russia. I attended a number of international education events this year and was most gratified to hear that we have an enviable reputation in places like Hong Kong. This reputation is the result of Ms Holmes and her team as well as the teachers and students of the college who are prepared to welcome newcomers. I am positive that the interaction between Australian domestic students and students from overseas will help build international understanding and provide those who have not travelled overseas with an insight into other cultures. The world is flattening, and any action we can take to increase global awareness will

help our graduates to thrive in the 21st century. To this end, we have progressed our relationship with The Harker School, our sister school in California. They sent a group of students to our Year 11 Retreat this year and they plan to send double the number in 2009. In the meantime, one of our students is spending six months there on exchange. Mrs Muir will be the first of our teachers to visit there in April next year, which will give her an opportunity to meet their member of staff who will visit here in June. Our relationship with our sister school in Japan is very healthy and we hope to send a group of students studying Japanese to visit them in the next year or two. I have made initial contact with a school in Chile and hope to move this to a sister school relationship next year. I would also like to develop such a relationship with a school in India.

The need to develop a global perspective has been, and will remain, one of the key goals of the College. To this end, I am delighted that The Goda Foundation has agreed to fund a number of our graduates, together with graduates from other schools, on a Global Leadership Programme. The vision for the programme, to be piloted at the end of 2009,



will see a group of Year 12 graduates spending time in places like Japan, India, Viet Nam and Malaysia in order to learn about their architecture, art, philosophy, language and business practices. The programme will be funded to the tune of \$10,000 per student. The pilot will focus on one of two destinations at the end of 2009. There is much work to be done before we call for applicants, but this represents another outstanding opportunity provided by the Goda Foundation.

Parents and students are aware of some refinements to the pastoral care system operating at the College. The House system will remain a focus, but students will be placed in tutor groups of similar ages. This means they Year 9 and 10 students and Year 11 and 12 students will be grouped together. Mr Bell and his team are developing a pastoral care programme that will be delivered in longer tutor groups once each week.

In the P-6 programmes, Mr Brian Fischer and Ms Kylie Ryan will remain as Heads of Programme, but they will focus their attention of working with staff to implement curriculum changes as well as fine tuning pedagogy. Mr Gray will continue to be responsible for pastoral care from Prep to Year 6. Miss Trethewey is stepping down after several years steering the Connections programme. She will be replaced by Mrs Robyn Norrlin, who returns to the College after working in a number of independent schools. Mrs Norrlin will focus exclusively on pastoral care and pedagogy. The Heads of Year 9 to 12 will be Mr Saw, Mr Mahoney, Mrs Goucher, and Mr Neuper respectively. They will work closely with Mrs Joseph who continues in her role as Head of the Experiences Programme. Our youngest children in the Childcare Centre will remain in the care of Mrs Pauline Bailey.



There are very few staff departing next year. Mrs Neaves will leave us at the end of her contract in December. Mr Fraser will leave us after several years as a dynamic science teacher. Mr Fraser was recently awarded a professional development scholarship by Griffith University and I know he is looking forward to getting his teeth into his research. Ms Horn had originally planned to take leave to travel, but she has since decided that she will set off to see the world for an indefinite period. We farewell her after many years as Head of Haley House. Mr Seaby is also taking leave to travel. I thank all of these fine people for their contribution to the success of the College in 2008.



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We have some very exciting plans for the next few years. We hope to commence work on a new staff room and student welfare centre at the northern end of the quadrangle. This long awaited facility will provide staff with suitable work spaces, give us a new Health centre, new offices for the pastoral care and guidance team to meet students and parents, and provide us with our first lecture theatre to seat 130 students. We are also establishing a new computer laboratory next year and we hope to refurbish the resource centre. Everything we do is designed to enhance the learning environment for our students. The College already shines, and I know that it will truly sparkle over the next few years.

I had the privilege of spending time studying at Exeter College at Oxford earlier this year. I love learning, and I want our students to also experience the enjoyment of learning in an environment where they are free to think. Our architecture helps to create such an environment, but the greatest contributor to this very special atmosphere is the way our people; our staff, students and parents, support each other. If we continue to be clear about our objectives and to encourage each other as we strive to achieve our goals, we will be unstoppable.

It has again been my privilege to be the Headmaster of Saint Stephen's College in 2008. I thank members of the College staff, and particularly the College Executive and Board for their on-going support. I also thank the vast majority of parents who have provided us with the support we need to develop the academic, sporting and cultural potential and the character in their children. We have built something special together, and what we have, others cannot buy.



## Year 12 Post School Destinations

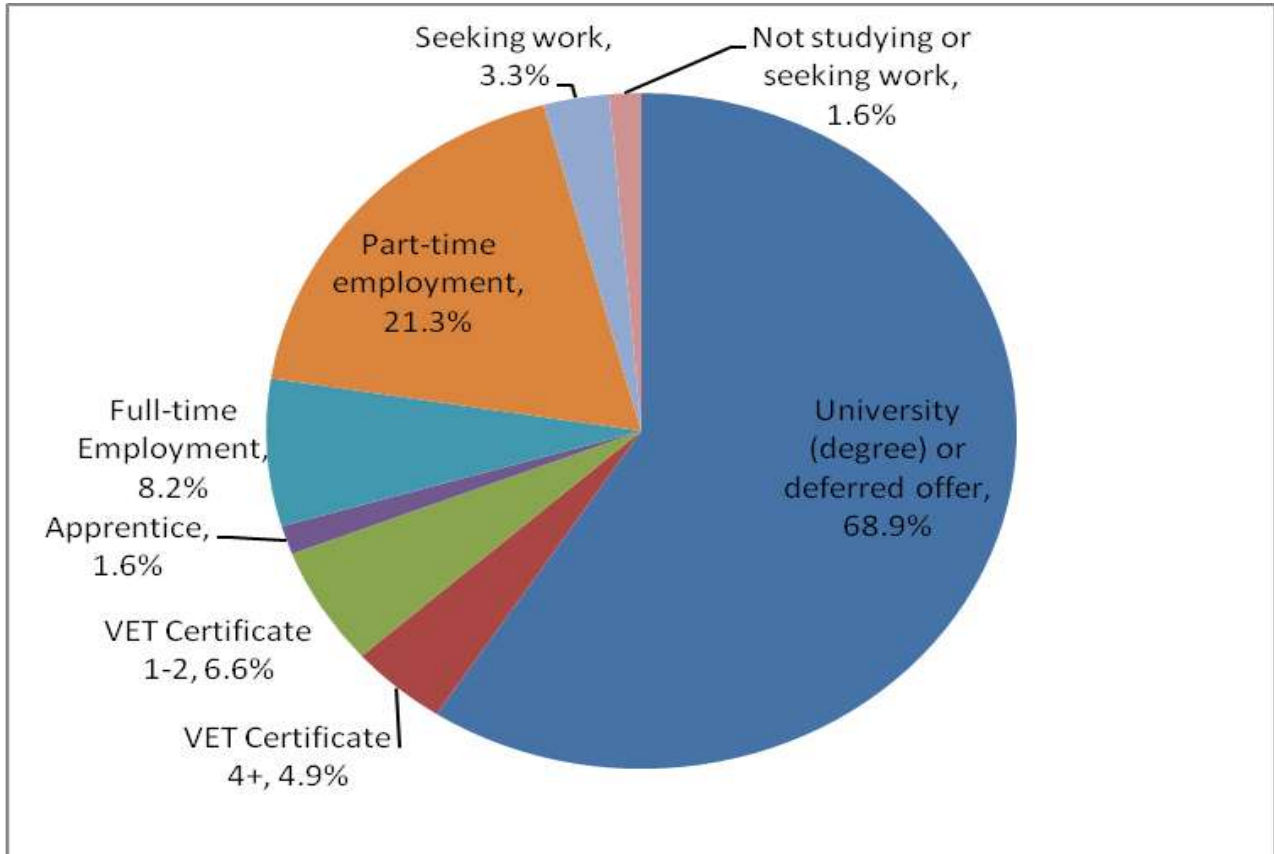
The Next Step Survey is an annual survey conducted by the Department of Education and Training through the Government Statistician. Seventy seven percent of Saint Stephen's students completed the survey approximately six months after completing Year 12 in 2008. Statewide and regional survey reports can be accessed from [www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep). The following graphs represent the survey data.



Note – The piecharts may be greater than 100% due to students involved in both study and work.

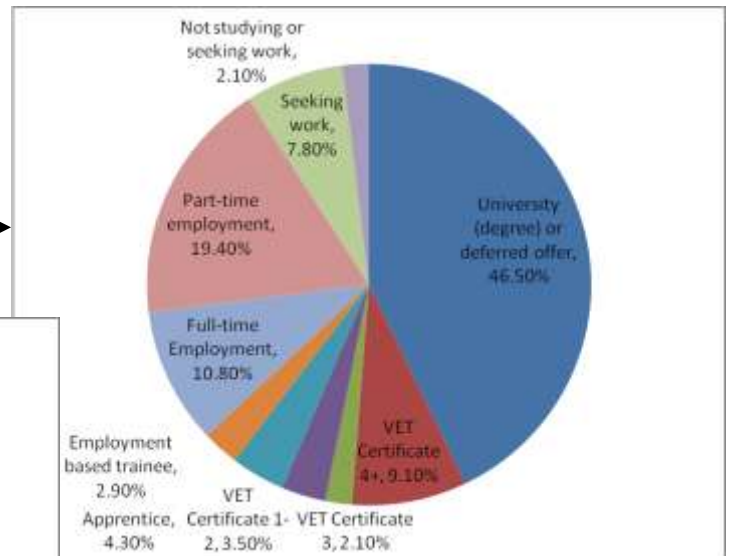
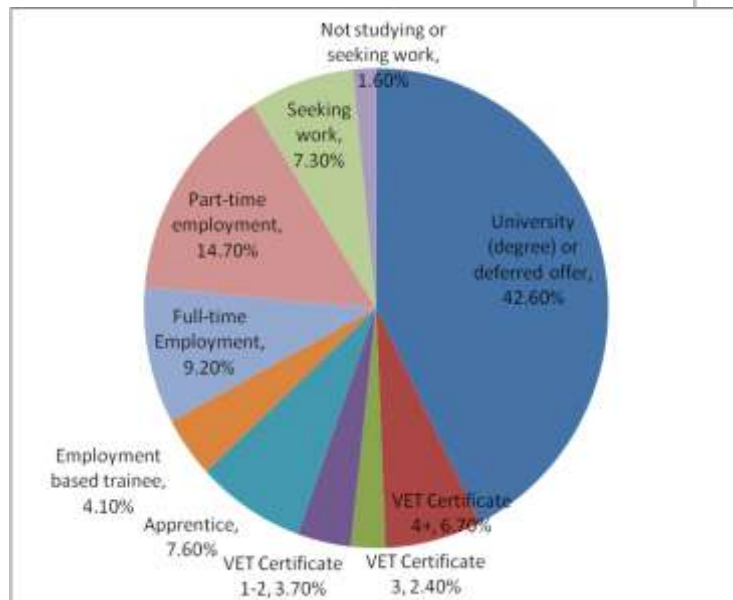
### Saint Stephen's College Next Step Survey 2008

#### Main destinations for Year 12 Completers



### Gold Coast Next Step Survey 2008

#### Main Destinations for Year 12 Completers



### State Next Step Survey 2008

#### Main Destinations for Year 12 Completers

