



# Saint Stephen's College

## 2009 College Report



*This report complies with State and Commonwealth annual reporting requirements.*  
Developing character, inspiring hope  
[www.saintstephenscollege.net.au](http://www.saintstephenscollege.net.au)

### 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 includes a Child Care centre and an Intensive English Programme. It is located on Reserve Road, Coomera in Queensland. At the 2009 August Census date, total enrolments Prep to Year 12 were 1289 students.

### 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, debating, public speaking, chess, drama and numerous vocal and instrumental performance groups. There are numerous clubs operating within the College, including Readers' Cup, Robotics, Nimble Fingers, Adventure, Interact, Environment and Science.

The College boasts a strong 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 become the focus of pastoral care (although the model will change in 2010 to focus on the needs of year levels. 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.

Due to the generosity of the Goda Foundation Educational Trust, numerous students have been given the opportunity to participate in various programs including Young Endeavour, Outward Bound and the 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.



*Members of the P&F enjoy a 'Women on the Coast' meeting*

**STAFF INFORMATION - COLLEGE PERSONNEL  
2009**

**College Board**

***Chairman***

Most Reverend John Hepworth, PhD, BA Hons, BTh,  
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

***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) TESOL

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

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

***Assistant to the Headmaster - Administration &  
Compliance***

Mr Bob Nicol, BA, DipEd

***Director of Studies***

Mr Kevin Lynch, BSc, DipEd, MEd

***Human Resource Manager***

Mr Ray Jackson, MBA, BSc, DipEd,  
GradDipCompEd, MACE

***Dean of Junior College and Head of Consolidations  
Programme***

Mrs Kylie Waide, BEd, Med

**Corporate Staff**

***Director of Child Care Centre***

Mrs Pauline Bailey, Adv DipEd CC

***Accountant***

Mrs Surong Ge, BCom, BBus, CPA

***Office Manager***

Mrs Paula Axford-Wood, Dip Acct

***Director of Community Relations***

Mrs Sally Thibault, Dip Prof Counselling ADAPEF

***Director of Enrolments***

Mrs Mary Wells, BA, JP (Qual)

***Information Technology Manager***

Mr David Craft, BInfTech, MCP

***Headmaster's Personal Assistant***

Mrs Carolyn Brickell, Dip HR Mgmt, JP (Qual)

**Heads of Programme**

***Coordinator of Preparatory Programme***

Mrs Teena Nienaber, BEd

***Head of Foundations Programme (Prep to Year 3)***

Mr Brian Fischer, BEd (EC)

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

Mrs Robyn Norrlin, DipT, BA, M Couns

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

Mrs Michaela Joseph, BA LAL, BEd

**Heads of Department**

***Chaplain***

Fr Andrew Kinmont, BEng (Hons) T/OSA

***Director of eLearning***

Mr Peter West, BEd, DipT

***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 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 English***

Miss Kate Naug, BEd (Hons)

***Head of Mathematics***

Mr Robert Maksoud, BA App Sci (Math), DipEd

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

Mr Chris Gray, DipT, MACE

***Head of Physical Sciences***

Mr David Wyatt, BSc, DipEd

***Head of Learning Support***

Mrs Cherie Bunting, BEd, MSp.Ed

**Subject Coordinators**

***Coordinator of Learning Enrichment***

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

***Acting Coordinator of LOTE***

Mrs Danielle Goucher, BA, GradCert (Econ),  
GradDipT

***Coordinator of Academic Profiles***

Mr Steve Spilsted, BEd (Hons)

***Coordinator of Community Service and  
Education***

Mrs Carmel Stolarchuk, BEd

***Coordinator of Film and Television***

Miss Laura Northway, BA, BEd

***Coordinator of Music***

Mr Robert Burrell, BMus(Dist), GradDipEd

***Coordinator of Student Learning Services***

Mrs Nonita Saint, DipEd, Dip TESL, NZTTC, Bed

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

Mrs Prue Davies, BEd (PhysEd)

***Coordinator of Visual Art***

Ms Nicole Scott, BEd, BA CI

**Heads of Year**

***Head of Year 12*** - Mr Gavin Neuper, BA, HDE

**Head of Year 11** - Mrs Danielle Goucher, BA, GradCert(Econ), GradDipT

**Head of Year 10** - Mr Shilo Mahoney, BEd, BSc, GradDipSci(Chem)

**Head of Year 9** - Mr Daniel Saw, BA App Sci (Enviro), DipEd

### Heads of House

**Bell** - Mr Gavin Neuper, BA, HDE

**Greasley** - Belinda Brown, BEd, BExSc

**Haley** - Mr Daniel Saw, BA App Sci (Enviro), DipEd

**Hughes** - Mr Shilo Mahoney, BEd, BSc, GradDipSci (Chem)

### College Counsellor

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

### Careers Advisor

Mrs Sue Muir, BA, DipEd

### College Nurse/Rehabilitation Coordinator

Mrs Michelle McBride, RN, RM, WHSO, Rehab & RTW Coordinator

### Teaching Staff

Miss Rebekah Adams, BEd

Mrs Rebekah Barrie, BEd, BA (Info Studies)

Mr David Bear, BEd, MEd

Ms Sam Birch, BAQTS (Hons)

Miss Debbie Booth, BA, DipEd.

Mr Nick Boyle, BEd

Mrs Shanine Collavino, BEd

Mrs Lindy Culverwell, BEd, BExSc

Mrs Elizabeth Chapman, BEd, BTeach

Mr Bohdan Davison, BMus, PCEd

Mrs Lisa Evans, BA, BEd, GradCertCritical Care, BANursing

Ms Zoe Franks, BVA, BEd, GradCert(Museum Studies)

Mrs Alicia Gailer, BEd, BIntBus

Mrs Joanne Garvin, DipT

Mr Alex Georgiadis, BEd

Mrs Nikki Georgiadis, BEd, CertRED

Mr Kevin de Goede, HDE (Commerce)

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

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

Miss Renee Jones, BEd

Mrs Lisa Kirkwood, HDE (Jun), FDE (Spec. Needs)

Mrs Jodi Langenhoven, BEd

Mr Keith Leitch, BSc, MEd

Mrs Kayla Lewis, BEd

Miss Michelle Lord, BA (Vis Arts) BEd

Mrs Leanne Lyle, DipT

Mrs Katrina McLachlan, BEd

Mrs Fiona Marsh, BEd

Mrs Lynn Marx, BEd, BA, HDE

Mr Matthew Noel, BEd, BTeach

Mr Keiichiro Onoe, GDipEd, BInfTech, DipBus

Mr Matteo Parente, BEd, BSc, MSc (Med Phys)

Mrs Samantha Reynolds, BEd

Mrs Katrina Riley, BEd

Miss Anne Riley, BEd

Mrs Judy Russell, BEd (Hons)

Mrs Aileen Seidman, BEd (Mod Lang)

Mr Michael Skehan, BEd

Mr Geoffrey Smith, DipT, BEd, MACE

Mr Gregory Smith, BSp LS GradDipT

Miss Kirsty Sorrensen, BEd

Ms Shelley Spargo, BSc, BA, GradDipEd.

Mrs Michelle Stevens, BA, DipEd

Mr Robert Stewart, BBus, GradDipJour, GradDipEd

Mrs Katrina Thomson, BEd

Miss Anne Trethewey, BEd, BTeach

Miss Melissa Tronc, BEd

Miss Kate Torode, BEd

Mr Kelvin van Niekerk, BA DipT

Mr Neill Whittington, BEd

Miss Laura Wren, BEd

Ms Bernie Zahra, BVa GradBED

### Visiting Tutors

#### **ELICOS**

Mrs Sharon Edwards, HDE, FDE RemEd, BA, GradDipTESOL

Mr Neil Krieger, DipT, MEd

#### **ESL**

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

#### **Learning Support**

Mrs Jose Padman, GradDipEd (EChild)

#### **Brass**

Mr Brad Hosking, BPMus, Cert IV in Training & Assessment

Mr Darren Skaar, BMus

#### **Guitar/Keyboard**

Mr Juan Garcia, TSMT (Argentina)

#### **Percussion**

Mr Wesley Ong, BMus Dist

#### **Piano**

Miss Emma Hanley, BMus

#### **Speech and Drama**

Mrs Linda van Viersen, ATCL, LTCL

#### **Strings**

Mrs Elanor Khan

Miss Kate Peterson

#### **Taekwondo**

Mr Stephen Brown

#### **Voice (Singing)**

Miss Susie McCann, BMus -Theatre

#### **Woodwind**

Mr Gerrit Bon, UPLM

#### **Art**

Mrs Betty Bibby DipArt

#### **Chess**

Mr Mark Greenwood

**Dance**

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

**Double Bass**

Mr Paul O'Brien, BMus

**Suzuki Strings**

Miss Caitlin Lacy, Gr 7 AMEB

**Teacher Aides**

Mrs Tandy Arnold, Cert III Ed Supp

Mrs Jane Coudrey

Mrs Samantha Davey

Mrs Kate Flint, Cert III Ed Supp

Mrs Samantha Hughes, Cert III Ed Supp

Mrs Rozann Hacking, Cert III Children's Services

Mrs Enna Iorfino, Cert III Ed Supp

Mrs Julie Larsen, Cert III Ed Supp

Mrs Marina Loborec

Mrs Annette McDonald

Mrs Donna McManimm

Mrs Christine McNeill, Cert IV Ed Supp

Ms Lee-Etta McCaughey, Cert III Ed Supp

Mrs Claudia Saint Clair, Cert III Ed Supp

Miss Tanya Hili, Cert III CC - Assistant

Miss Shae Parr, Cert III CC - Assistant

Miss Rachel Pithers - Assistant

Mrs Fiona Willmer, Cert III CC - Assistant

**Child Care Centre Staff**

Mrs Pauline Bailey, AdvDipEd CC - Director

Mrs Kirsten Gillies, DipEd CC - Assistant Director

Miss Tanya Blaikie, DipEd CC - Group Leader

Miss Libby Briggs - Assistant

Mrs Sarah Fai Fai, Cert III CC - Assistant

Miss Kelly Fretwell, DipEd CC - Group Leader

Miss Kate McLaren - Group Leader

Miss Caroline Dryden, Cert III CC - Assistant

Miss Tanya Hili, Cert III CC - Assistant

Miss Shae Parr, Cert III CC - Assistant

Miss Rachel Pithers - Assistant

Mrs Fiona Willmer, Cert III CC - Assistant

Miss Melissa Williams, Cert III CC – Assistant

**After School & Vacation Care**

Mrs Chantelle Herron, BSoc Sc - Coordinator

Miss Kym Jones, BPsych - Assistant

**Assistants*****Science Laboratory Assistant***

Mrs Faye Beechen

***Library Technicians***

Mrs Nolene Buchanan, DipLIS

Mrs Narelle Waite, Cert IV (Lib & Info Serv)

***Visual Arts Assistant***

Mrs Fiona Sandral

***Sports Assistants***

Mr Ryan Soars

Mrs Shirlee Curtis

**Administration Staff**

Mrs Karen Ball

Miss Yvonne Bampa

Mrs Vanessa Bremer

Mrs Kay Brimelow, AdvCertAcct

Mrs Paula Craft, DipInt Ed Serv

Ms Melinda Deagan

Miss Hayley Forté, DipBus

Mrs Marjie Howard

Mrs Caroline Lister

Miss Stacey Parker

Mrs Sue Schmidt, Cert IV Bus Admin

**Accounts Staff**

Mrs Riana Hay, DipAcct - Personnel Officer

Mrs Rowena Parfitt - Accounts Payable

Mrs Linda Webb - Accounts Receivable

**Information Technology**

Mr Tim Harris, BlnfTech

Mr Adam Cunningham, BlnfTech and MM, MCSE  
NT, MCA NT and A+

**Bookshop/Uniform**

Mrs Wendy Maccullagh - Co-ordinator

Mrs Ondra Taylor – Assistant

**Maintenance and Groundsman**

Mr Ron McKay - Property Manager

Mr Travis Jamieson

Mr Miles Jenson

Mr Leon Kelleway

Mr Tony McNicol

Mr Robert Smidt

**College Bus Driver**

Mr Michael Owens

Mr Joe Robinson

**Cleaners**

Mrs Lorraine Banks

Mrs Gail Christie

Ms Linda Keough

Mr Mike Moore

Ms Lynne Potter

Mrs Christine Rosenthal

Mr Joe Weinrabe

## Staff Composition

Saint Stephen's College is an equal opportunity employer.

## Qualifications of Teachers

Qualification	Percentage of classroom teachers and school leaders at the school
Doctorate	0%
Masters	6.2%
Bachelor Degree	89.6%
Diploma	4.2%



## Expenditure on Professional Development

The total funds expended on professional development in 2009 was \$36 077.

The expenditure per staff member was \$375.80.

## Teacher Participation in Professional Development

The major professional development initiatives were Interactive Whiteboards, the implementation of the Dimensions of Learning framework, curriculum development including QSA and Subject specific workshops, and a mentor in residence for a curriculum and teaching review.

The involvement of the teaching staff in professional development activities during 2009 was 100% with all staff attending at least two professional developments learning days.

## Average Staff Attendance

For permanent and temporary teaching staff and school leaders the staff attendance rate was 96.2% in 2009.

## Proportion of Teaching Staff Retained from the Previous Year

From the end of 2008 92.7% of staff were retained for the entire 2009 school year.

## Contact person for further information:

The school-based contact person for further information on the school and its policies is Mr Bob Nicol, Assistant to the Headmaster Administration and Compliance.



## **Key Student Outcomes**

### **Average Student Attendance Rate**

The average attendance rate as a percentage in 2009 was 94%.  
Absentees included students away due to sporting commitments.

### **Apparent Retention Rate**

The Year 12 student enrolment as a percentage of the Year 10 cohort in 2007 was 88.9%.

The three year running average on Apparent Retention Rate was 86.9%.

Parents are required inform the College of student absence and the reason for the absence.



## **NAPLAN**

### **Acta Ludi Newsletter Volume 14/28 18 September 2009**

#### ***From the Headmaster - NAPLAN Results***

Tables summarising the results from this year's National Assessment Programme for Literacy and Numeracy (NAPLAN) have been added to our website. The NAPLAN Test assesses reading, writing, spelling, grammar and punctuation and numeracy. The purpose of the test is to identify any students who might need special assistance.

I have provided a table for each of the Years tested, Years 3, 5, 7 and 9. In each case, I have provided you with information about a percentage of students in each band level and compared our College's results with those of the state and Australia. At the bottom of the table I have indicated the percentage of students who scored in the top two bands and compared these figures to the state and Australia. I have also provided you with information about the average (mean) for the College, state and nation as well as a calculation showing our students' average compared to these other groups.

You will notice from the information in the tables that Saint Stephen's College students have performed extremely well. In fact, our top performing students have, in almost every case, outperformed the top students in both the state and the nation. The best amongst a series of good results is the performance of our Year 5 students on the writing component of the test. 50% of our students scored in the top two bands, compared to 16.3% in Queensland and 23.9% in Australia as a whole. Our average on this and many other tests in the various year groups were significantly higher than the averages in Queensland and Australia. You will note that the number of students falling below the benchmark in the various dimensions of the test, vary from zero to a small number of students. My analysis of the test results indicates that those few students who have fallen below the benchmark have either been previously identified as having learning difficulties and are already being offered assistance or are international students with developing skills in English.

Saint Stephen's College is, and will remain a College where we recognise and value the uniqueness of every child. We are not about to 'hide' students' who for one reason or another are experiencing learning difficulties. Instead we want you to join with us in celebrating their achievements in a range of different endeavours available at the College, while assisting them to extend their academic horizons. I invite you to visit our website to view these results. <http://www.saintstephenscollege.net.au/annual-and-state-government-reporting.html>

Kind regards

Jamie Dorrington  
**Headmaster**



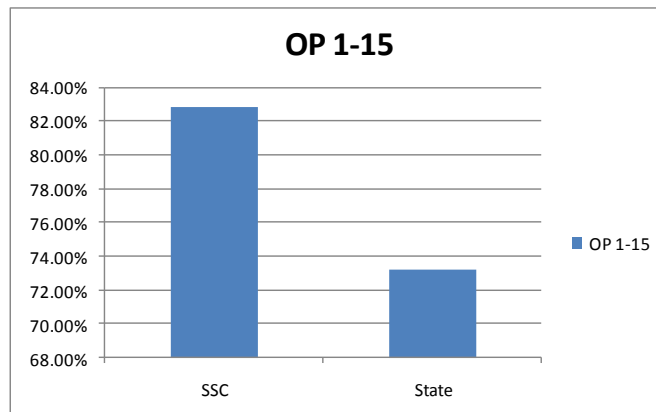
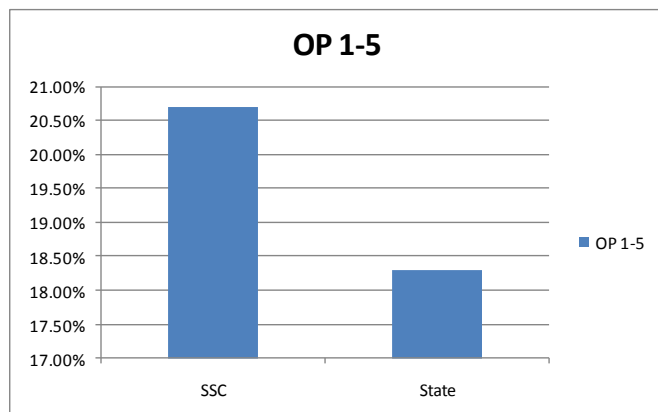
## NAPLAN COMPARATIVE REPORT 2009

	NATIONAL AVERAGE	STATE AVERAGE	SSC AVERAGE	% ABOVE NATIONAL AVERAGE
<b>Yr.3</b>				
Reading	411	386	412	0.2
Writing	414	395	429	3.6
Spelling	405	376	414	2.2
Grammar/Punctuation	420	394	423	0.2
Numeracy	394	372	372	-5.58
<b>Yr.5</b>				
Reading	494	478	531	7.4
Writing	484	466	524	8.2
Spelling	487	466	500	2.6
Grammar/Punctuation	500	486	545	9
Numeracy	486	470	503	3.4
<b>Yr.7</b>				
Reading	541	533	559	3.3
Writing	532	525	548	3.00
Spelling	540	533	566	4.8
Grammar/Punctuation	539	534	567	5.1
Numeracy	543	539	569	4.7
<b>Yr.9</b>				
Reading	580	570	602	3.7
Writing	569	558	587	3.16
Spelling	576	569	607	5.3
Grammar/Punctuation	573	569	606	5.7
Numeracy	588	579	628	6.8



## Year 12 Results

Cohort / Senior Statement	VET Qualifications	VET Certificate 2	VET Certificate 3 & 4	SAT (School-based Apprenticeship or Traineeship)	Qld Certificate of Individual Achievement	Qld Certificate of Education (QCE)	Overall Position (OP)	Not receiving OP, QCE, QCIA, IBD or VET	% with an OP 1 – 15 or IBD	% with an OP 1 - 5	% with an OP 6 - 10	% with an OP 11 - 15	% with an SAT, QCE, IBD or VET	% QTAC applicants with a tertiary offer
66	16	1	12	9	1	60	58	2	83%	20.7%	22.4%	39.7%	94%	98%



## Value Added Features at Saint Stephen's College

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

There have been improvements in benchmark testing in most classes. The students at the College consistently outperform the state average and all but a few students achieved scores above the benchmark. There is a comprehensive programme in place to identify and provide appropriate learning support and extension work to students. Considerable emphasis is placed on students participating in national academic competitions, to provide students with feedback on their potential and performance on a national scale.

### **Scope to Extra-Curricular Programmes**

Students from Year 4 upwards are involved in the Association of Private Schools (APS) sports programme. All students participate in two seasons of team sport in the APS competition, and have the opportunity to represent the College in swimming, cross country and athletics. 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 programs showing improved outcomes for students with disabilities**

The College offers a variety of programmes designed to support students with disabilities and offers Individual Education Programmes where appropriate.

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

A number of students are enrolled in programmes at Griffith 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. An Orientation Week for all Year 11 and 12 students, involving guest speakers and team tasks, was held at the start of the school year to foster critical thinking skills.

### **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 emphasis in 2009 was to utilise experts in residence for the staff to access. Professional learning helps enable staff to deliver cutting edge educational strategies and promote the College pastoral care programme.

### ***Expenditure on and Teacher Participation in Professional Development:***

A significant proportion of the teaching staff maintain membership in QSA District Review Panels for Year 11 and 12 subjects. During 2009 four members of staff held positions as District Review Panel Chairs.

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

The College delivered the "You Can Do It!" programme and the "7 Habits of Highly Effective Teenagers" programmes as well as offering programmes to promote peer support and to minimise bullying. The College's camps programmes aim to increase self esteem, self confidence and team skills. During 2009 the implementation of Dimensions of Learning was begun as a framework for the College's academic and pastoral care programmes.

### ***Programs to assist student in tertiary entry or entry to 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 for the implementation of SET plans for Year 10 students as a part of obtaining their Queensland Certificate of Education.

### ***Facilities***

All of the College classrooms are fully air conditioned, providing students with comfortable learning environments to enhance students' opportunities to achieve their potential. The building program over the past twelve months has added ten new classrooms in the Consolidations block, equipped with state of the art facilities, and a new staff centre opens at the beginning of 2010. Sporting facilities have also been enhanced with the construction of a roof over two multi-purpose courts, the construction of a kiosk and weights room on the oval, and an extension to the nearby Grandstand.

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

Students have access to computers throughout the College. The College has four class sized computer labs, and another four annexes in Consolidations (Years 7 and 8), as well as pods of laptop computers in many classrooms. Most classrooms have either a fixed data projector or an interactive white board. The teaching staff each have a laptop computer. Training and staff professional development continues to complement the high rate of use of technology in the classrooms.



### ***School Survey*** (extract from the College Website)

*"Saint Stephen's College surveyed parents at the end of 2009. The survey was conducted in order to objectively assess parental attitudes to the service we provide at Saint Stephen's College. I thank the very large percentage of parents who took the time to respond and (coincidentally) I thank you on behalf of all of the staff for affirming us in our work."*

Jamie Dorrington  
**Headmaster**

This report summarises the constructive feedback from parents and guardians addressing the following key questions (and more):

- How satisfied are parents?
- What do parents think we are doing well?
- What strategies could give us an edge in attracting and retaining students?
- How can we provide more value to our parents and students?

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

The College regularly surveys parents, students and staff to assess the effectiveness of initiatives. During September 2009 an external audit of parent and student satisfaction was conducted by Access Management Corporation. The full report can be viewed at:

<http://www.saintstephenscollege.net.au/annual-and-state-government-reporting.html>

The consistent and high rates of staff and student attendance support 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. The College continues to perform well above the state average in benchmark testing, such as the Years 3, 5 and 7 Numeracy and Literacy tests and QSA OP results.

The positive feedback from the survey, continued growth in enrollments, and numbers of students on waiting lists, is an indication of the positive perception the community views the College's academic and pastoral reputation.

### ***The Headmaster's 2009 Speech Night Report***

This report celebrates the end of another year in the annals of Saint Stephen's College. When I look back

on it, I wonder where the time went. Only yesterday, it seems, we opened the new Consolidations building, but in the blink of an eye we received the keys to our brand new staff and student welfare building and watched as our new Sports centre emerged from the old car park.

We finished 2009 with our Year 7 Commemorative Ceremony to acknowledge the Class of 2014's completion of primary school, and many of the parents there commented that it seemed like only yesterday that they took the very same children to their first day of school. Thankfully, it appears that it not just me who thinks that the years go by so quickly. There were many reasons to celebrate in 2009.



Students achieved new heights in their academic, sporting and cultural pursuits and these were chronicled in Acta Ludi and Optima. We recognised the most outstanding academic achievements of students from all years, and, as always we welcomed back a number of our recent graduates at our annual Speech Night in November.

We incorporated Year 7 in the Senior School Speech Night for the first time in 2009, and I am pleased to acknowledge them as members of the Senior School. I hope they were inspired by the achievements of the more senior students. We are certainly well positioned when Queensland as a whole moves Year 7 into the senior school.

2009 also brought with it a number of challenges, particularly on the health front. We had a number of students, staff and other people associated with the College who became seriously ill during the year and in Term 3 in particular. These crises shook us up, but they also brought us closer together. I was listening to Mrs Norrlin give her address at the Year 7 Commemorative Ceremony and, and she made the comment that the Year 7s were the nicest group of students she had taught in 30 years of teaching. It suddenly occurred to me that I had also been involved with education for 30 years. It seems like only yesterday that I was boarding a plane to Darwin to take up my first teaching post at Casuarina High School. Since then I have taught in the best schools in New Zealand, NSW, England and Queensland, including two schools that are often highlighted in the media as two of the state's most outstanding schools. I confess to you now that none of these places, from the English Public School founded around the time Columbus discovered America, to the most expensive schools in Australia, can match what we have at Saint Stephen's College. Saint Stephen's College is truly a special place.

Our senior classes have one of the highest percentages of students who are OP eligible. Some of our competitor schools target only 50% to 60% of their senior cohorts to compete in the OP race. At Saint Stephen's College that figure is closer to 90%. I am not suggesting that 90% of students should take the OP pathway. In fact, I think more students would benefit from taking vocational options, but I anticipate that we will always have more than three quarters of the group working towards tertiary entrance. The truth is that we are and will remain one of the top performing academic schools in Queensland. And where students seek a vocational pathway, they will have an opportunity to work with people who can deliver an industry relevant experience. Our buildings are, without doubt, amongst the most attractive and functional facilities at any school in the country. Consistency of design, spaciousness, recreational space and air conditioning help to create an environment that is functional and welcoming. In the next few years we will complete our development, with a new Arts and Applied Technology building planned for 2010/2011 and a LOTE Centre to follow the year after. In each case we have designed attractive, spacious and functional learning centres.



We have excellent academic results and fine buildings, but, in truth, these are not the distinguishing features of our College. These are not the things that others cannot buy. Our staff are one of our points of difference. As the recent market research revealed, the parent community appreciates the work of staff – their courtesy, concern and expertise. Loving the subject is not enough; you have to love the children you teach. We should all be grateful that we have people in classrooms, grounds and offices who are genuinely dedicated to the students of Saint Stephen's College.



I believe that, increasingly, our parent body are also a point of difference. Each year we have fewer parents looking for the short cut and the quick fix. The vast majority of our parents actually use some common sense – they don't let their 15 year old sons and daughters stay out at Surfer's Paradise

until early in the morning; they don't serve their children alcohol; they don't let them access the internet unsupervised; and they don't drop their children off at other people's houses unless they have met the other parents. The common sense parents are an essential part of the success of our College. I have justly recognised the staff and the parents. Together with the College Board they form a formidable team, but these factors alone have not made our College what it is today. It is the students themselves who make the biggest difference. Our students have helped to make a genuine Prep to Year 12 community. Where else could you watch 17 and 18 year old seniors chat while all around them Year 4 students play 'tiggy', invading their space like a swarm of bees. Where else would you find Year 11 students, our College Ambassadors, volunteer to read and play with the youngest people in the College? Where else would you hear a Headmaster boast that in over six years he cannot remember having to deal with a problem between groups of students in different year groups? Our students have helped to create a culture where we compete as Houses or as a school with a determination to win and the graciousness to celebrate the achievements of the opponents.

Our students have made a home that welcomes new comers, and puts at ease even strangers who walk into our grounds for the very first time. Why do we have such an extraordinary student body? Firstly, we have all committed to a common set of core values, even though adherence to these may be inconvenient. Every time a teacher, parent or a senior student goes out of their way to select the inconvenient path, we all grow stronger. Secondly, we communicate our concerns. I know the staff appreciate hearing about issues in time to take action, and they celebrate when they find that parents are reading from the same page. Finally, we look for the best in others. The world seems increasingly full of people who look for the faults in others, and then blame these faults for their own shortcomings. The world is, in fact, full of well intentioned people who sometimes make mistakes, not ill intentioned people who make none.

I mentioned earlier that I have been a teacher for 30 years. When I think about it, I should be surprised that I became a teacher. Unfortunately, my memories of my many years at a Catholic boys' college are full of images of brutality. You see, my teachers were dedicated to finding the bad in their students and beating it out of them. Your child's teachers are dedicated to finding the good in their students and celebrating their potential. This preparedness to think the best of others is also one of our distinguishing characteristics. I have to temper my comments with a dose of caution. Our College is already a special place, but this does not mean that we can rest on our laurels. We need to constantly look for ways to improve and we need always to remind ourselves of the need for honest communication. Consequently, I need to confess that we do have challenges to meet. Cyber bullying is a problem here as it is elsewhere. We do have students who do not want to attend school because they are worried about what other people are saying or writing about them, and in an age of cyber communication, there are few safe havens. I accept that I have a role to play here, but I can only succeed if I have parental support. Surely we can all commit to take a stand against destructive behaviour, to reinforce the message to our children that young men and women of honour treat others in their texting and MSN'ing in exactly the same way as they would face to face. That is what we are really about, developing young men and women of honour. Add persistence, maturity and abundance mentality and we will educate the next generation of leaders.

But we will not educate leaders if we are not honest with them about the future. The world the young people will face will not be the same one as ours. Technology, the shift in world power from the west to the east, and environmental issues will all challenge the next generation and, to be honest, it will have little sympathy for those who are not up to the challenge. I almost used the words "I fear" instead of "to be honest", but I have no reason to fear. I believe our young people can and will succeed, but they will do so only if we have the courage to heighten the bar. The next generation will compete with their contemporaries in India and China who work longer and harder, who are driven by a desire to succeed because they want what we have and because they know no one will rescue them. My vision for Saint Stephen's College is not to settle for what we have today. It is to use the platform we have established today to develop something even more extraordinary tomorrow. We are not here to be ordinary!

### **Next Step Survey Results**

The Department of Education and Training conducts the 'Next Step' survey to provide the school community with information about the destinations of students who completed Year 12 in 2009. Of the 80 Saint Stephen's College graduates, 71.3 percent responded to the survey.

#### **Summary of Findings**

In 2010, 89.5 per cent of young people who completed their Year 12 at Saint Stephen's College in 2009 continued in some recognised form of education and training in the year after they left school. The most



common study destination was university (71.9 per cent). The combined VET study destinations accounted for 17.5 per cent of respondents, including 14.0 per cent in campus-based VET programs, with 8.8 per cent of Year 12 completers entering programs at Certificate IV level or higher. 3.5 per cent commenced employment-based training, all as apprentices. 10.5 per cent did not enter post-school education or training, and were either employed (3.5 per cent), seeking work (3.5 per cent) or neither studying nor in the labour force (3.5 per cent). ([www.education.qld.gov.au/nextstep](http://www.education.qld.gov.au/nextstep))

Figure 1 The main destinations of SSC Year 12 Completers in 2009

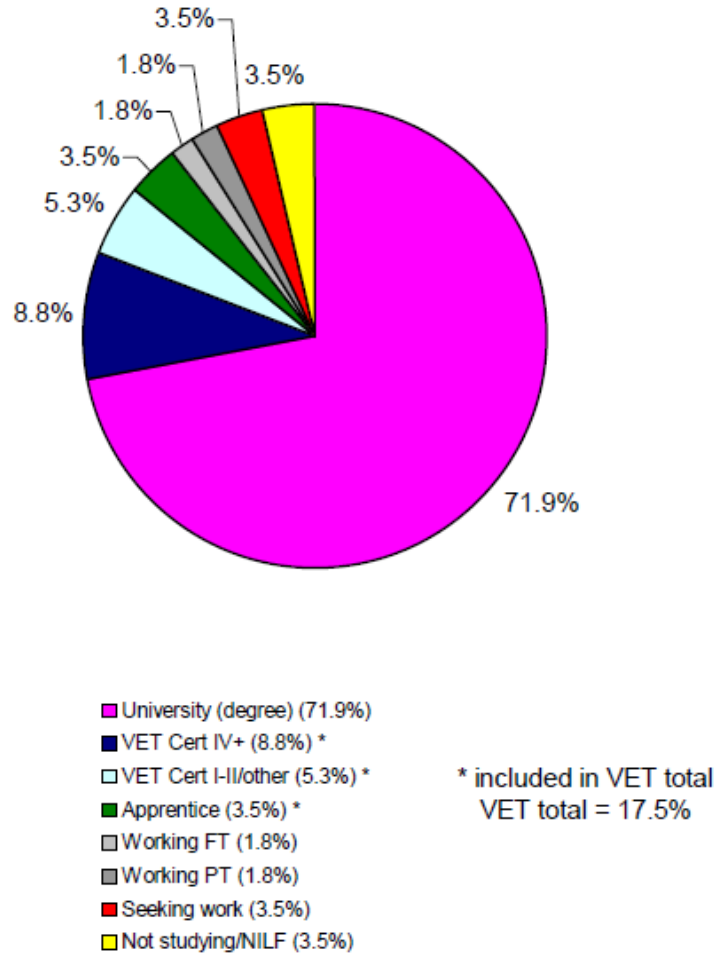


Figure 2 Main destinations of Year 12 completers, by gender

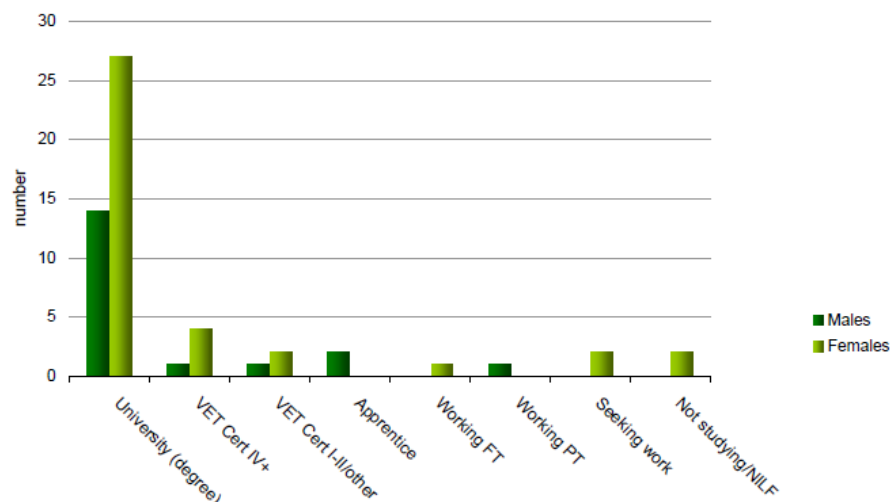


Figure 3 Main Year 12 destinations of completers for Saint Stephen's College, Gold Coast West, Gold Coast and Queensland

destinations of completers for

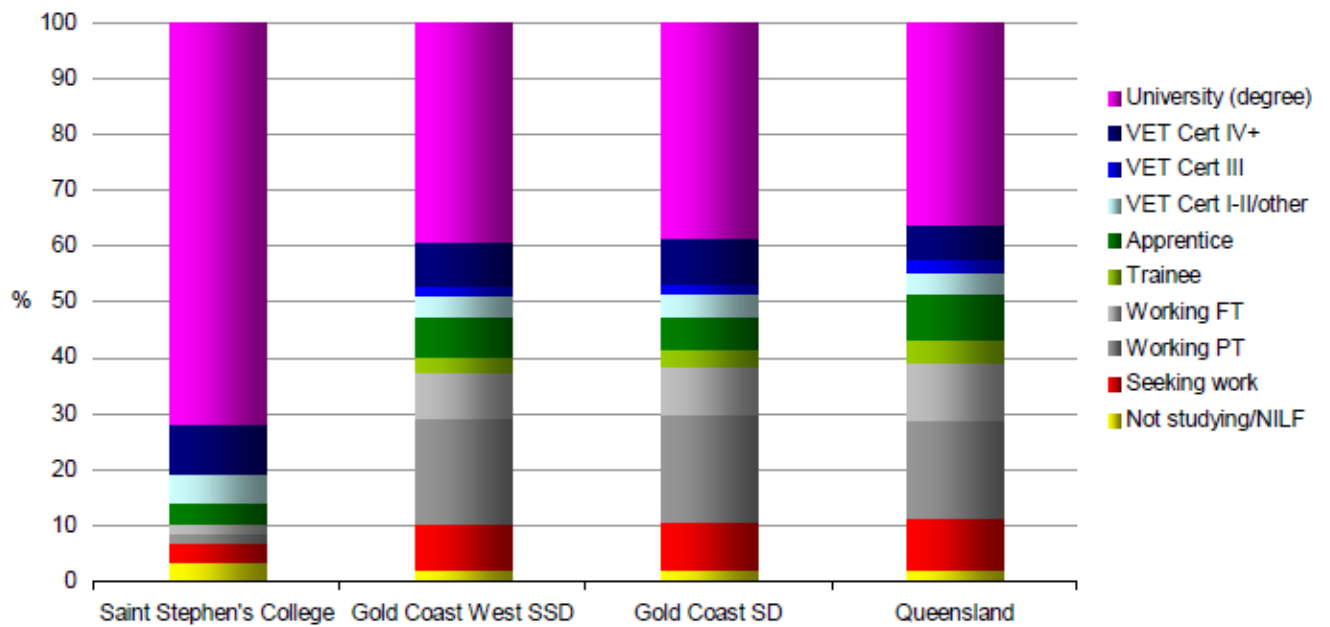


Figure 3 compares the main destinations of all Year 12 completers for Saint Stephen's College with those of Gold Coast West SSD, Gold Coast SD and all schools statewide. Differences may reflect diversity in the types of students attending different schools, regional variation in labour markets and access to university and VET providers.

Figure 4 Comparison over time of main destinations of Year 12 completers for Saint Stephen's College

