

Saint Stephen's College Annual Report 2019



saintstephenscollege.net.au

CRICOS Provider Number 01938G



Principal's Message

As incoming Principal, I would like to take this opportunity to thank Jamie Dorrington for his guidance and development of the College for close to two decades and leaving a legacy that is both positive and inspirational.

You only needed to see how the students interacted with Jamie to understand the level and depth of respect and fondness they had for him, which is very pleasing to see in today's day and age.

As a teacher, principal and mother of three daughters, I am passionate about the intellectual life and well-being of all students.

I am particularly interested in promoting and developing a positive growth mindset to form the basis of building academic and personal reliance, persistence and a desire to be a continuous learner.

I am mindful of the importance of enhancing student engagement and performance through the development of higher order thinking skills and creative capacity.

These skills are imperative as we prepare the youth of today for a world of change and opportunity.

I relish the opportunity to take the reins of Saint Stephen's College and further cement its reputation as one of the premier Gold Coast educational institutions and further developing the catchphrase, "There's just something about a Saint Stephen's College student".

While the full list of College Finances is available through the My School website, the Pie Chart represents the College's total gross income for 2019.

As I look forward into the 2020 calendar year, I would like to build on Jamie's legacy and promote the 'why' value of what we do. The simple truth is that every school in Australia teaches, but what truly sets us apart from everyone else, is the why.

Why do we do what we do?

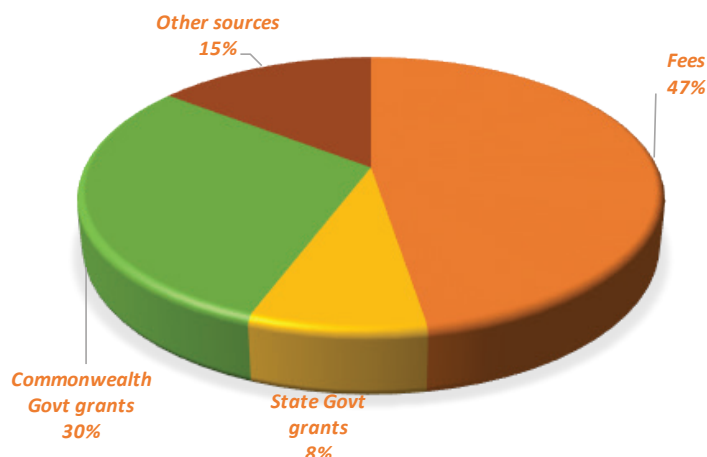
I would also like to incorporate marketing to the College so we can continue to attract sustained and continued growth while at the same time, promoting and capitalising on all the positive aspects of the College and its tight knit community and further expand on the College's international student base.

In conclusion I would like to take this opportunity to thank the College Board of Directors for the tireless work that goes into setting the strategic direction of a high class educational institution.

I would also like to thank the teaching and administration staff who go above and beyond what is expected in order to deliver an exceptionally high standard of education to the students of Saint Stephen's College.

I look forward to reporting on my first full year as Principal in next year's publication.

Kim Cohen
Principal





Overview

Centred on Christian principles and beliefs, Saint Stephen's College is a metropolitan, independent and Co-educational College located on the Gold Coast.

In August, the student population was 1268 students, of which 156 were VISA students.

The College enrolls students in the Early Learning Centre (ages 2 to 5) through to Year 12 and provides an Intensive English department for overseas students from fifteen different countries.

Students are offered a broad academic curriculum providing OP and Vocational Education pathways to consistently achieve outcomes above region, state and national averages.

We strive to develop self-directed, determined, courageous and skillful young men and women of substance who will make a positive difference to their communities now and in the future based on our motto, 'Developing Character, Inspiring Hope'.

We value the development of global perspectives in our students and we achieve this through integrating our domestic students with our thriving community of international students.

All our students experience rich learning tasks and visionary technology, such as our digitally interactive learning spaces that encourage deep engagement and collaboration.

The College is renowned for innovation to achieve its goals of academic excellence and is one of a small number of Microsoft Schools in Australia.

Underpinning all facets of College life, is a strong pastoral care and values system where students are encouraged to be active community participants and future leaders.

The College community is involved in a range of activities to support various charities and groups, both domestically and internationally



brightspace

WINNER

Asia Pacific Excellence Award

The only school in Australia to be awarded, recognising innovative schools that have an extraordinary impact on learning outcomes



Showcase School

Global recognition for Education Innovation being one of only 9 schools in Australia and 1 of 500 worldwide



Winner of
Education
Plan



Recognising Australia's top schools for exceptional quality educational experiences



the 2019 Australian Awards - Best Strategic



For advancing exceptional educational practices

Highlights



One of the leading Independent Schools on the Gold Coast in terms of academic achievement over time.

* National title winning musical ensembles

* Multi-premiership winning sporting teams

* Multiple state and national representatives across a range of sports



Consistently well above the state and national averages for NAPLAN testing.

* Plus numerous prestigious individual and group awards for visual arts, theatre, math and engineering, entrepreneurship, debating, languages and more

* Conservatorium Invitations



More than ten per cent of Years 11 and 12 students undertake 1st year university subjects while still at school.

* Multi-award winning musicals



Each year a number of students receive University of NSW ICAS results in the top 10 per cent of Australia

* Nationally recognised dance school

Distinctive Curriculum Offerings

The College offers a wide range of subjects endorsed by the QCAA, and a highly successful accredited Intensive English Language Program for international students.

Senior students may select several learning pathways including OP for tertiary study, vocational education or training, and school-based apprenticeships or traineeships.

Other students have elected to study semester units at Griffith or Bond Universities, while in their final years of study.

Primary students receive specialist lessons in LOTE (Spanish, Japanese and Mandarin), Visual Art, Music and Physical Education.

Interactive Whiteboards are available in Prep to Year 8 classes. Extensive computer and network resources are available to all students to assist with learning in a Blended Learning Framework.

Students also have online access to learning resources, both from the College and at home, through the 'Desire2Learn' learning management system, for which the College has won prestigious international award for the implementation of Desire2Learn to promote personal learning.

The academic programs are supported by a personal development program integrated into the curriculum.

The College also offers individualised programs designed to meet the educational needs of students with special needs, as well as students who demonstrate particular gifts or talents.

Academic Advisors are available to older students, providing individualised mentoring to help them realise their full potential.





Academic Characteristics

Saint Stephen's College offers academic courses that have modern technology infused into them.

In addition to in-class technology support, the College also provides technology-training programs for staff and students.

The technological environment at Saint Stephen's College provides a fast and reliable network that incorporates:

- State-of-the-art infrastructure
- A whole-of-campus latest generation wireless network
- Safe high-speed internet access
- The ability to view student internet access history from a web console
- Digital projectors with wireless laptop projection
- A BYOL (Bring Your Own Laptop) program from students in Years 5 to 12
- Touch screen devices with digital pens in Years 5 to 9
- A class set of shared laptops in each year for Years 3 to 4
- An iPad program in Prep, Year 1 and Year 2
- Specialist faculty iPads in Physical Education and Music
- Four desktop computer laboratories providing more powerful computers for high intensity subjects
- A virtual learning environment which includes online courses (across all Secondary faculties) that students can participate in at any time, from anywhere
- A focus on technology enhanced learning, which amalgamates the best aspects of technology and the best aspects of teaching
- A focus on emerging technologies such as Augmented and Virtual Reality, 3D printing and robotics
- The very best touch screen Windows 10 computers, enabling teachers use digital inking and circulate the classroom while wirelessly projecting to the screen.

Teacher Generated Flipped Videos with the Lightboard

The lightboard provides a 'human' experience, with the teacher's gestures and expressions visible.

Students can replay the lightboard explanation as many times as necessary. These videos replicate a teacher-directed lesson in the classroom, with more dynamic content and the ease of functionality that allows for the student to replay the content for reinforce understanding.

3D Science

Getting a real insight into many things, such as cells and body systems, is difficult.

Pictures in text books are flat and unrealistic but have been one of the few options available. Our large screen 3D television runs 3D software which students can view with wear special glasses.

This allows students to 'look inside' body cells, a beating heart and other organs.

The whole class can get a more realistic 'picture' of how systems really work, which generates more class discussion.

Augmented Reality 'sandpit'

Playing in a sandpit takes on new meaning with our Augmented Reality sandpit.

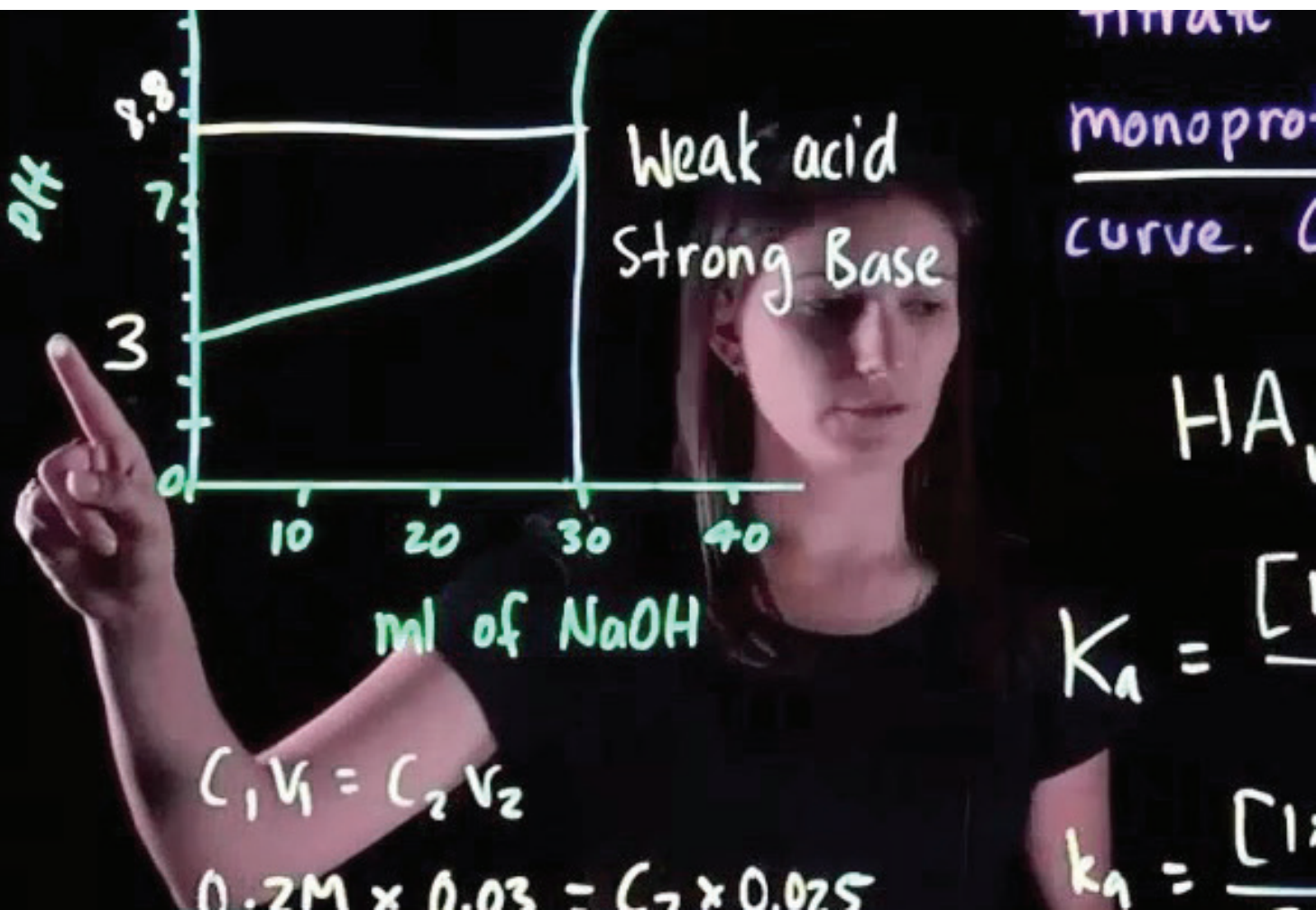
Complex geographical modelling can be done instantly, creating mountains, valleys, seas and more. Virtual rain or an erupting volcano can be created with the movement of a hand thanks to the power of high-tech sensors.

Contours on landscapes are projected onto the shapes, and the heights are indicated through different colours.

This device amazes all who use it.

Virtual Reality

Virtual Reality is the next best thing to being there. When students enter the immersive world of VR via one of our 14 Oculus headsets, they can be a



part of micro and macro worlds. In Science, that includes a guided, interactive tour of the Human Body or Space.

In Humanities, students can view 360 videos of the places that they are studying.

Virtual Reality Creation and 3-Dimensional Spaces.

It is one thing to consume content, but our aim is for our students to create content. Using tools like CoSpaces, our students are creating games and virtual presentations that can be viewed on VR headsets.

The content is enhanced through coding, so that objects can interact with each other and be triggered by the user.

In Digital Solutions, students are creating interactive 3D worlds in cross-curricula projects which they can walk through in virtual reality.

Extracurricular Activities and College Culture

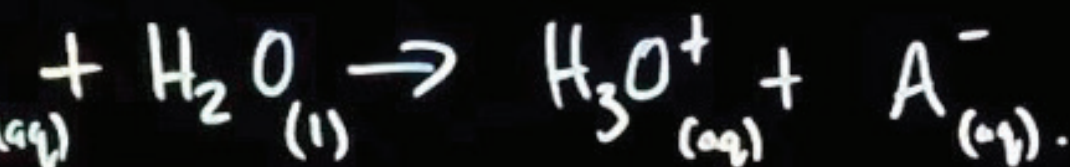
Students from Year 4 upwards are involved in the Association of Private Schools (APS) sports program, with competitions held on either Thursday (Years 4 to 6) or Friday (Years 7 to 12) afternoons.

Team sports include Basketball, Cricket, Netball, Rugby Union, Soccer, Tennis, Touch Football, Volleyball, and Water Polo.

Students also have the option of participating outside the APS system in Kayaking and both club Netball and Basketball.

Individual APS sports also include Athletics, Cross Country and Swimming. The spirit and level of participation at College carnivals reflect the strong House spirit as a cornerstone of College life.

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tic acid. This produced this titration
Calculate the K_a value.



$$\frac{[H_3O^+][A^-]}{[HA]}$$

$$= \frac{[10^{-3}][10^{-3}]}{[10^{-3}]}$$

$$[H_3O^+] = [A^-]$$

$$[H_3O^+] = 10^{-pH}$$

$$[H_3O^+] = 1 \times 10^{-3}$$





Students are also offered the opportunity to be involved in a range of service, music, drama or community service activities. Students are encouraged to learn a musical instrument and be involved in at least one of the many performance groups, public speaking and debating teams.

All Year 3 students are involved in a strings program and all students from Prep to Year 6 sing in a class choir. The instrumental program is tutored by several world class musicians.

College groups were again highly successful at a range of eisteddfods, debating and public speaking and Spanish and Japanese speaking competitions.

There are a variety of groups operating within the College, including Interact, Earyact, Duke of Edinburgh, Readers Cup, Robotics, and Art, Environment and Science clubs.

Many opportunities are provided to students, with the assistance of The Goda Foundation including; the Global Young Leaders Conference, National Student Leadership Conference, Outward Bound and Young Endeavour.

Student teams performed with distinction in the 96km Kokoda Challenge.

Parents, staff, and students donating the proceeds from operating a drink station at the Gold Coast Marathon to the Kokoda Challenge and Tsion Mariam School in Ethiopia.

The community was also supported through students and staff volunteering to Rosies Youth Mission Street Retreat Program, the Interact Homeless Sleep-out initiative and service in Cambodia.

Students also provided technology lessons to local senior citizens and participated in Anzac Day marches.

The College actively encourages interaction with a wide range of community organisations and supporting under-privileged communities both locally and overseas.

Parental Involvement

Parents are involved in many facets of the College curricular and co-curricular life.

They are involved in assisting with various reading and other support programs.

One of the highlights on the College calendar is Grandparents' and Special Friends' Day. Saint Stephen's College has an active Parents and Friends Association who organise several functions and activities throughout the year.

Most notably was the inaugural Colour Run held this year. Parent satisfaction surveys are conducted regularly. The latest survey reflects continued very high levels of satisfaction with the academic, pastoral care and staff performance.

Student Characteristics

Population Distribution	Male Students	Female Students	VISA Students	Indigenous Students	Student Population
Prep - Year 6	281	290	42	2	571
Years 7 - 12	318	379	114	3	697

College Staff Characteristics

Teaching Staff	101
Full-time Equivalent Teaching Staff	97.4
Teaching Staff Retention Rate (The number of teachers retained from the previous year)	98%
Teaching Staff Attendance rate	96%
Non-teaching Staff	80
Full-time Equivalent Non-teaching Staff	65.2





Attendance

Year 1	96.4%	Year 6	96.3%
Year 2	96.1%	Year 7	95.5%
Year 3	95.7%	Year 8	95.6%
Year 4	95.9%	Year 9	94.7%
Year 5	96.6%	Year 10	94.0%

Attendance

At the conclusion of Semester 1, the rate of students attending compared to the possible number of student days for students in Years 1 – 10 was 96.7%.

Of these students 91% attended for more than 90% of the potential school days.

Rolls are marked electronically, and parents receive an SMS if the student is absent and the College has not been notified.

Teaching Staff Professional Development

The expenditure on professional development was \$67,794.18, representing an average of \$671.23 per teacher.

All staff completed at least 30 hours of professional development, including courses related to Child Protection, WH&S, Blended Learning, Data Dashboard, Positive Education and Curriculum topics.

Other professional development objectives included: World EduLead Conference, Mental

health and wellbeing, SMART Spelling, Differentiation in Maths and Maths Pathways, Marzano, 21st Century Pedagogy, Sport Coaching, INACOL Conference and STEM.

Apparent Retention Rate:

The proportion of the Year 10 cohort in 2017 (142) graduating as the Year 12 cohort in 2018 (104) was 73.24%.

The College contact person for further information on the College and its policies is Bob Nicol, Assistant to the Principal, Administration and Compliance. (bnicol@ssc.qld.edu.au or 5573 8612)

Teaching Staff Qualifications

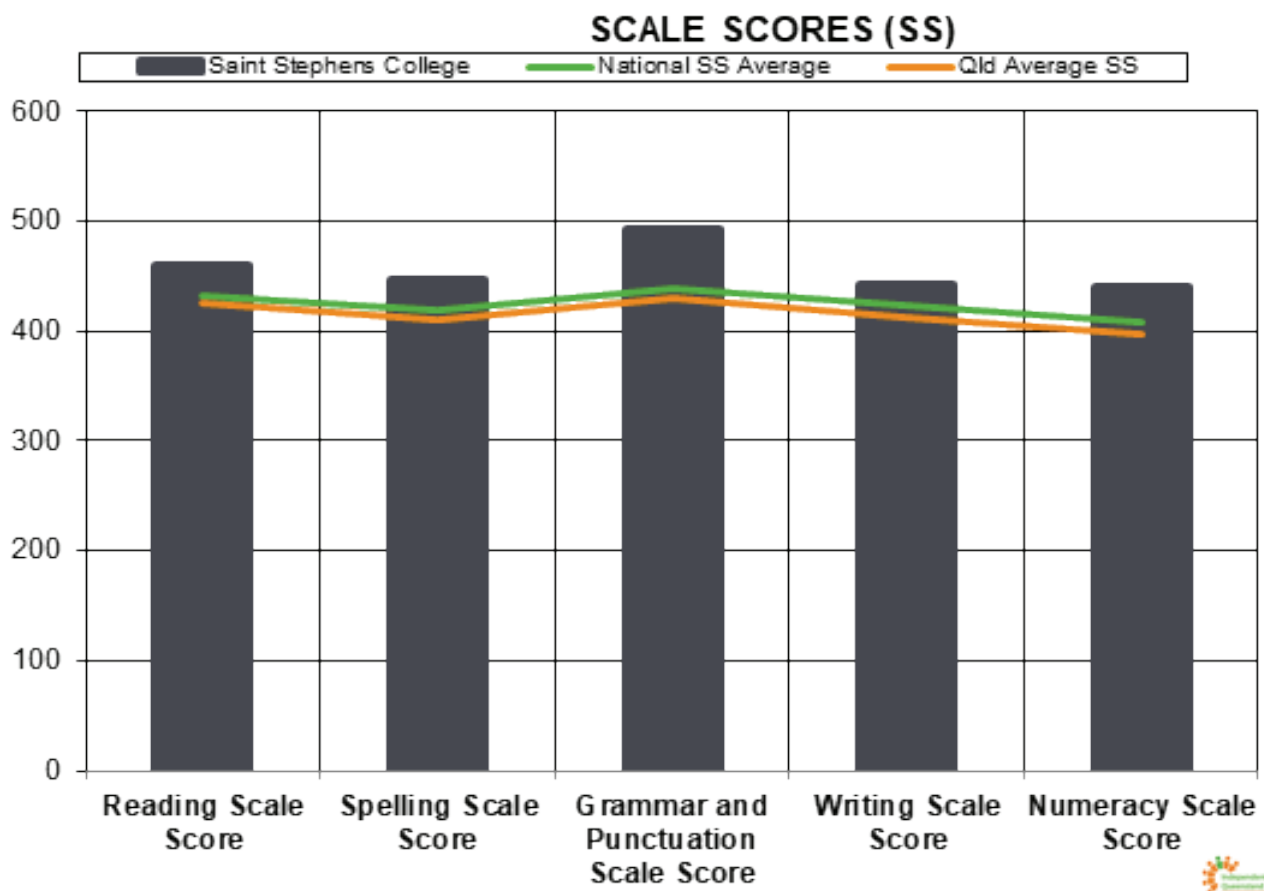
Doctorate	2%
Masters	17%
Bachelors	81%

	SSC MEAN	STATE MEAN	NATION MEAN	% ABOVE STATE MEAN	% ABOVE NATION MEAN
YEAR 3					
Reading	461	425	432	8.2	6.4
Writing	443	412	423	7.2	4.4
Spelling	446	410	418	9	6.9
Grammar/Punctuation	495	430	439	14.6	12.3
Numeracy	441	397	408	10.8	7.8
YEAR 5					
Reading	524	501	506	3.7	2.7
Writing	480	463	473	3.8	1.6
Spelling	510	494	500	3.2	2
Grammar/Punctuation	511	495	499	3	2.2
Numeracy	509	490	495	4	3
YEAR 7					
Reading	572	542	546	4.7	4
Writing	530	502	513	4.9	2.7
Spelling	563	542	545	3.3	2.7
Grammar/Punctuation	580	540	541	6.2	6
Numeracy	590	547	554	8.2	6.8
YEAR 9					
Reading	604	570	580	4.9	3.1
Writing	586	533	548	8.8	5.8
Spelling	606	577	582	3.8	2.9
Grammar/Punctuation	605	584	592	4.1	2.7

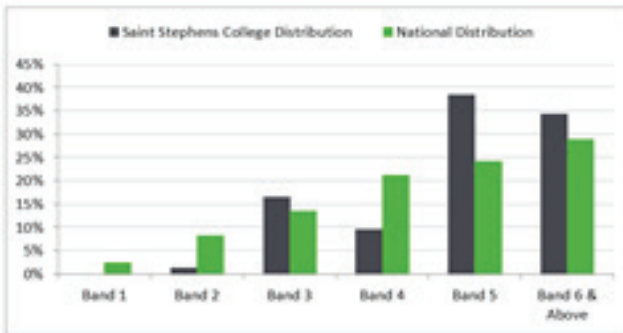
Colour Code Legend	
Substantially above (5% or higher)	
Above (2% to 5%)	
Similar (under 2%)	
Below (2% to 5%)	
Substantially Below (5% or higher)	



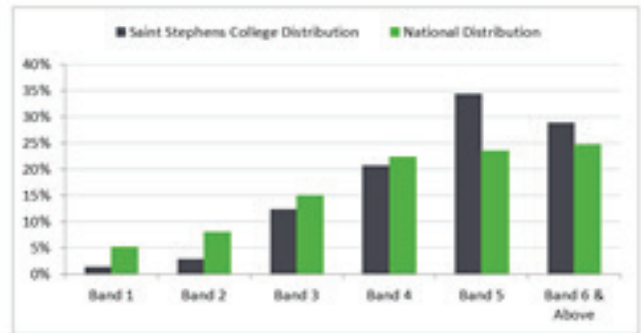
NAPLAN Year 3



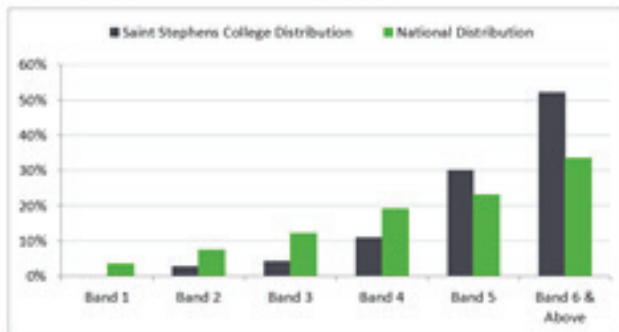
READING - BAND DISTRIBUTION



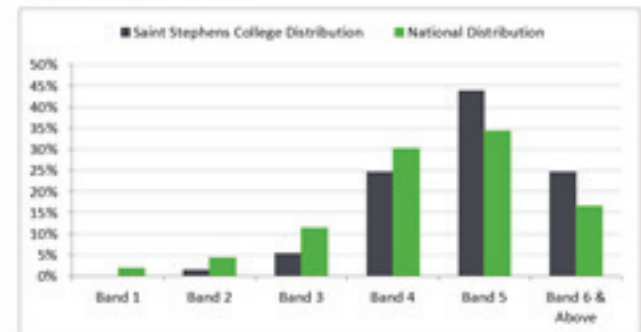
SPELLING - BAND DISTRIBUTION



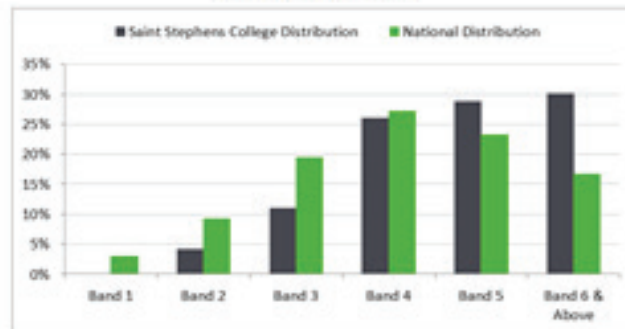
GRAMMAR & PUNCTUATION - BAND DISTRIBUTION



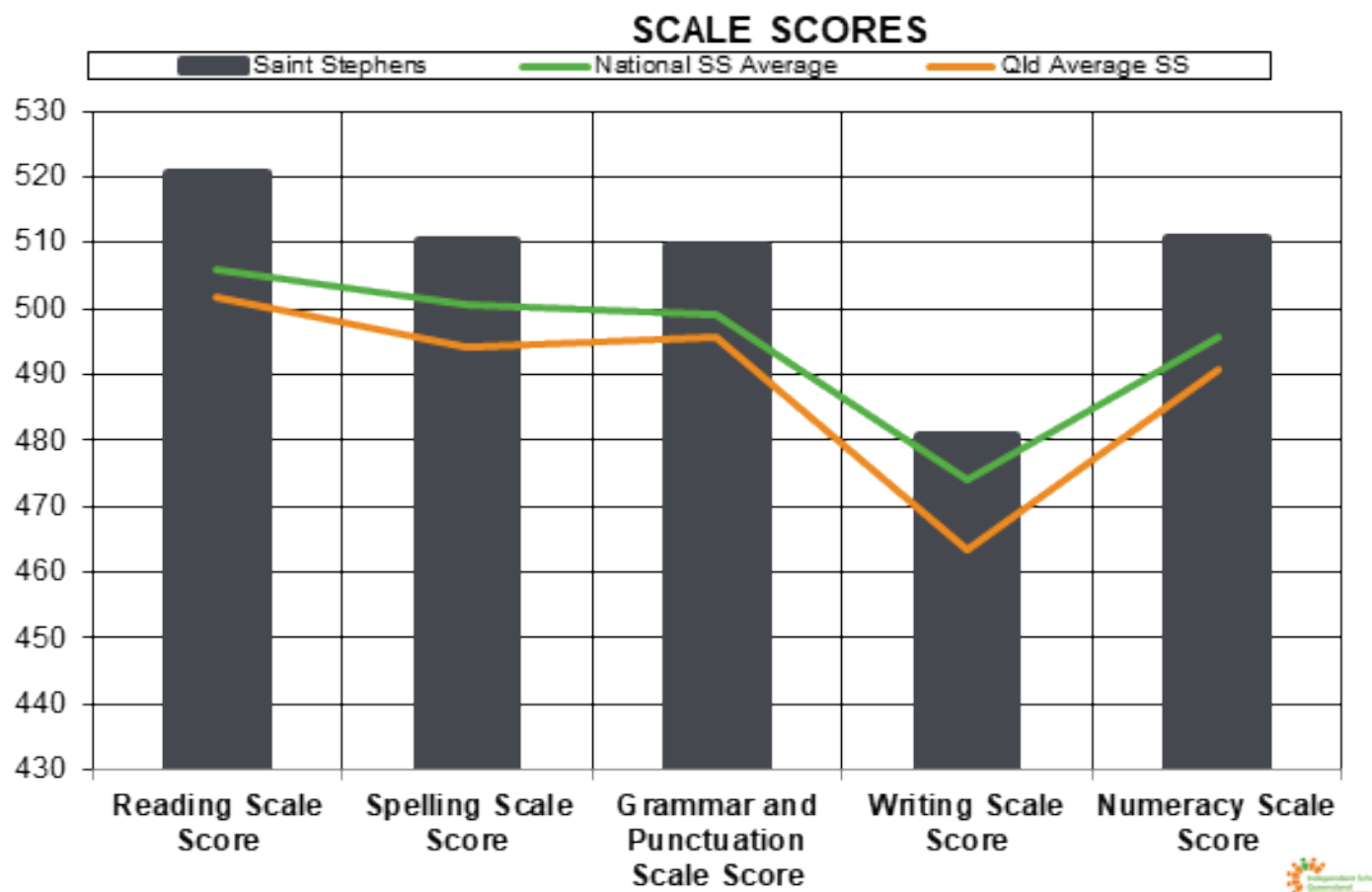
WRITING - BAND DISTRIBUTION



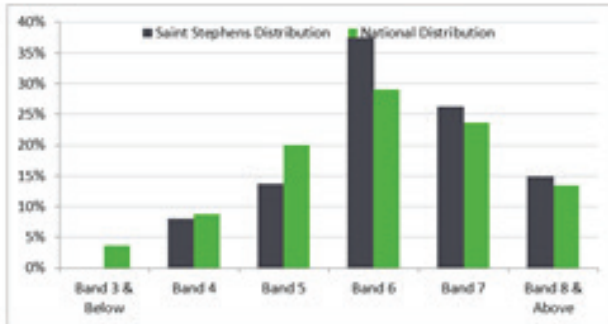
NUMERACY DISTRIBUTION



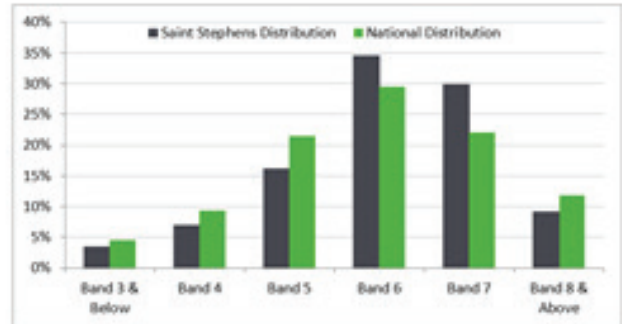
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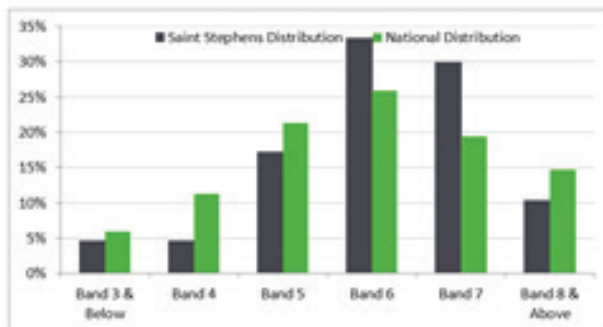
READING - BAND DISTRIBUTION



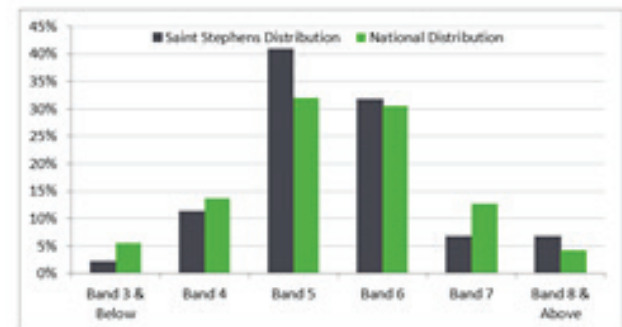
SPELLING - BAND DISTRIBUTION



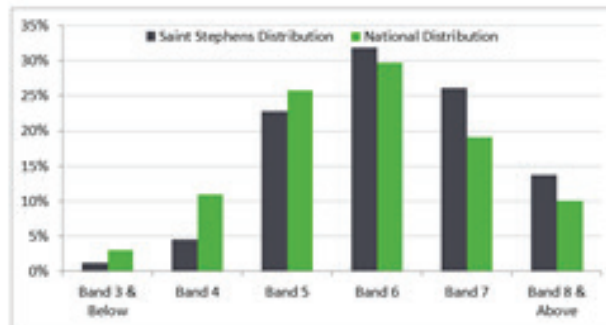
GRAMMAR & PUNCTUATION - BAND DISTRIBUTION



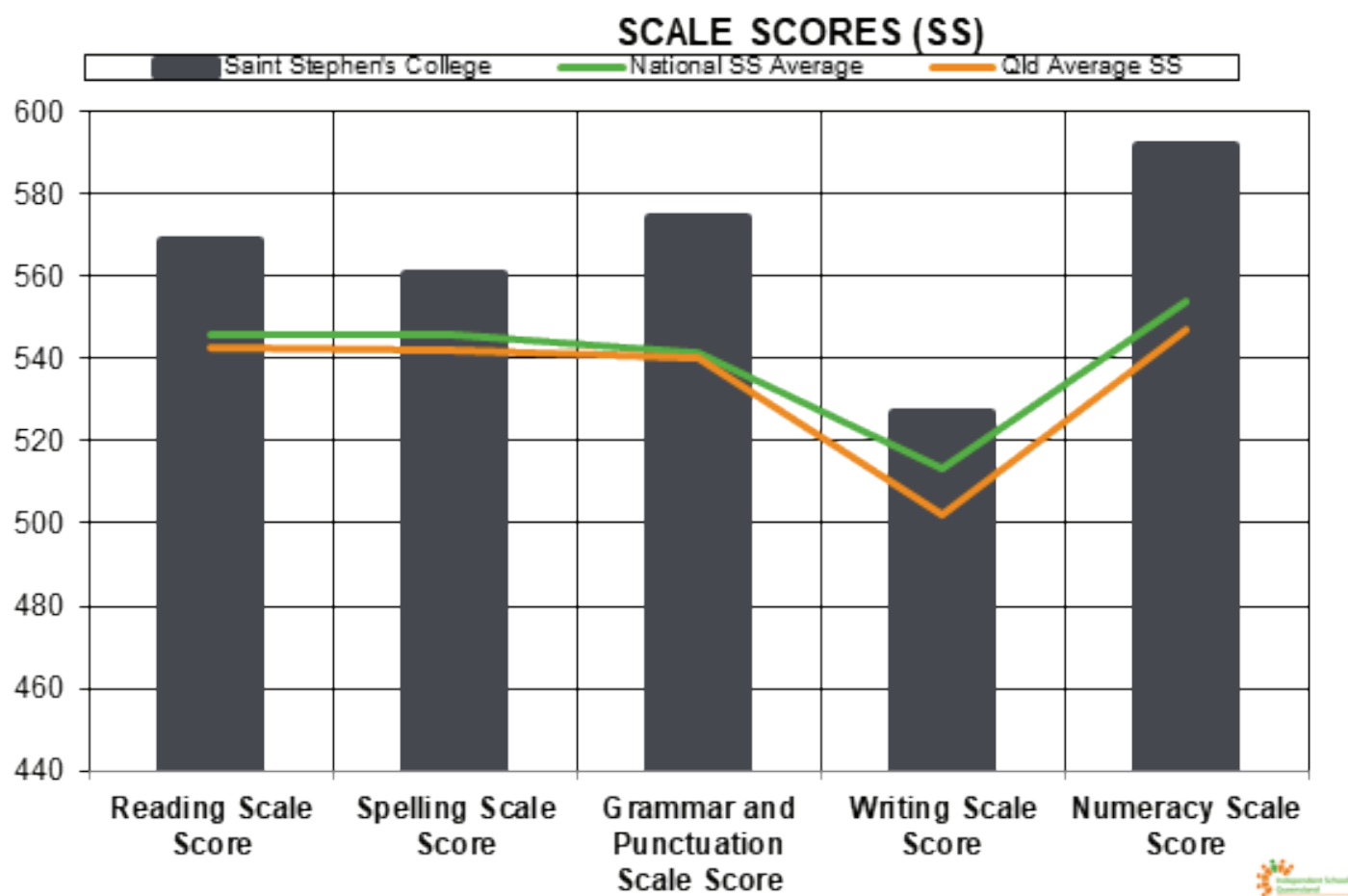
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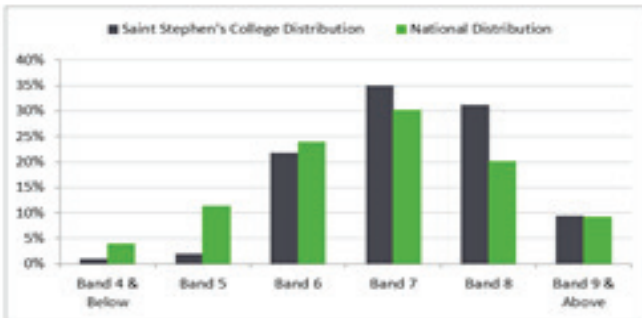
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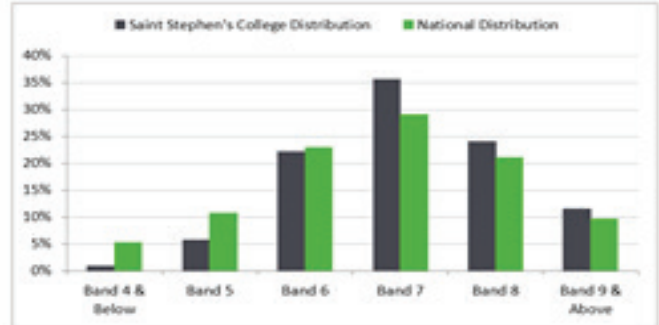
NAPLAN Year 7



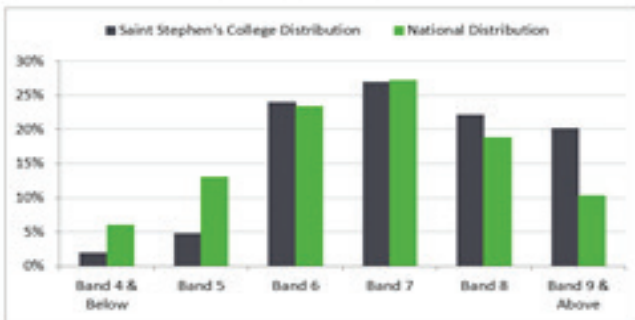
READING - BAND DISTRIBUTION



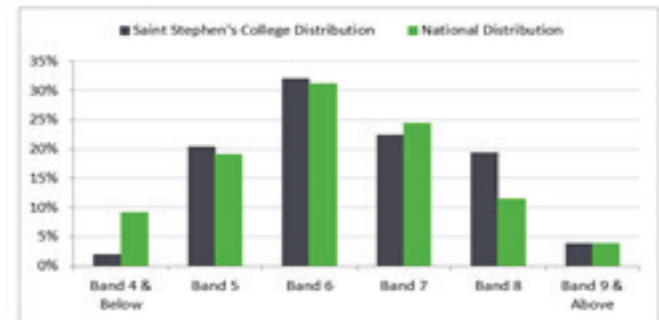
SPELLING - BAND DISTRIBUTION



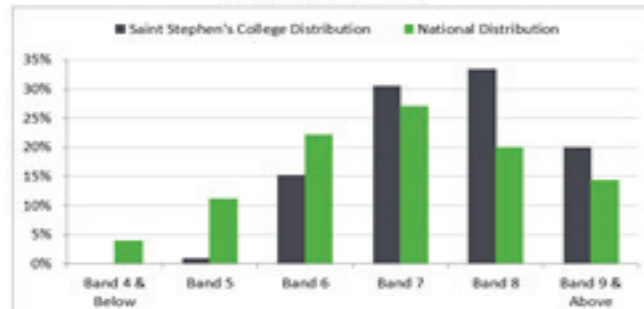
GRAMMAR & PUNCTUATION - BAND DISTRIBUTION



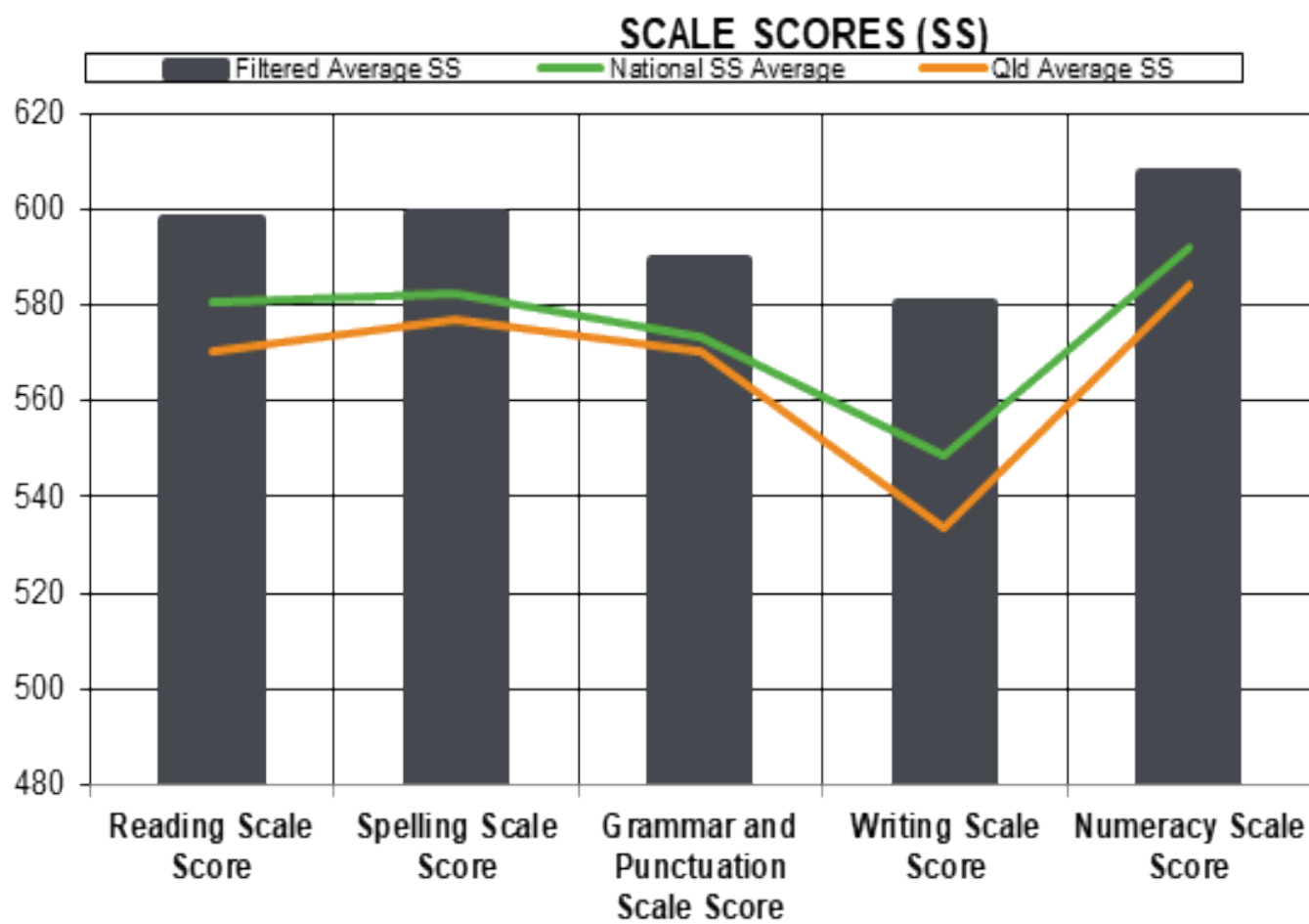
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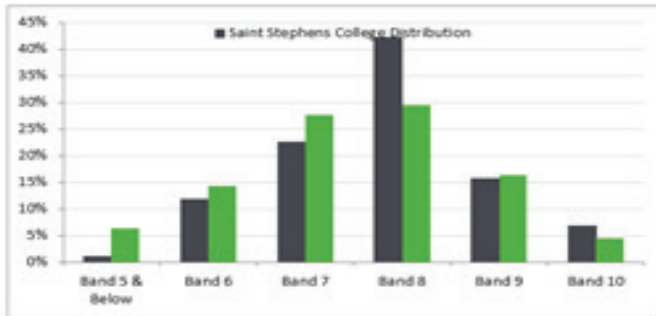
NUMERACY DISTRIBUTION



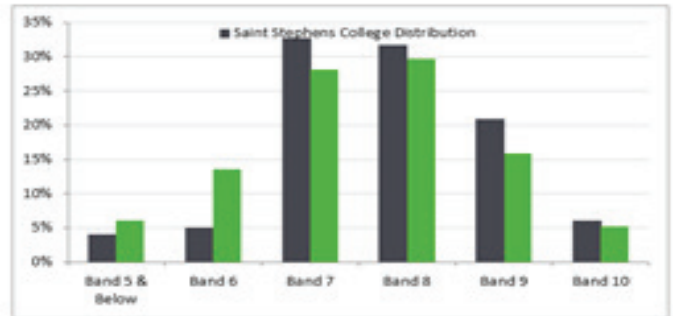
NAPLAN Year 9



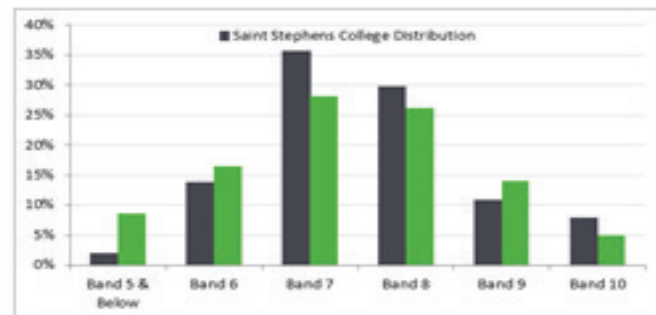
READING - BAND DISTRIBUTION



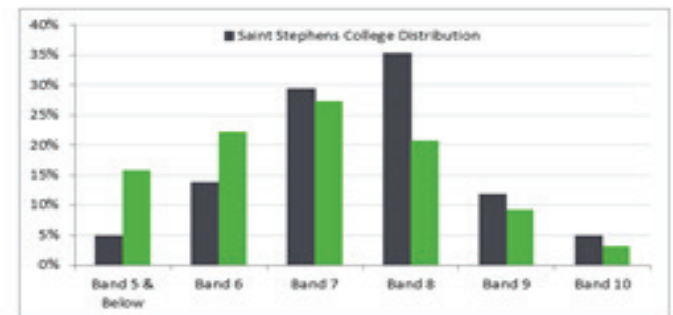
SPELLING - BAND DISTRIBUTION



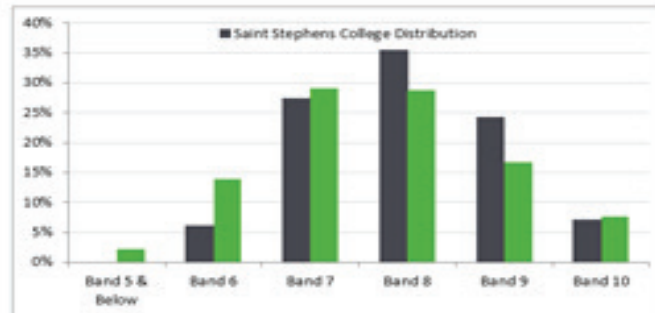
GRAMMAR & PUNCTUATION - BAND DISTRIBUTION



WRITING - BAND DISTRIBUTION



NUMERACY DISTRIBUTION



Year 12 results

Last year was the final year that Queensland Year 12 students completed the QCS tests and received OPs for the purpose of university entrance.

In the graduating class of 2019, nine Saint Stephen's College students received an OP 1 Equivalent due to University Bonus Ranks.

This equivalency is used for the purpose of university entry in Queensland only: Maria Abramova (Maths C, Russian), Joselyn Dong (Chinese), Lavan Indrajit (Maths C), Antonia Kingsman-Pope (Maths C), Ivan Kravchuk (Maths C), Ethan MacKinnon (Japanese), Ethan Pinto (Maths C), Cleo Saint Clair (Spanish), Liam Smith (Maths C, Spanish). This means that the above nine students were able to enter university with a score equal to an OP1.

Out of the 97 graduates in the Class of 2019, 74 students received an OP. The percentage of students receiving an OP 1-5 was 23.86%.

Without visa students (which is the statistic that is published) this percentage was 24.32, whilst the state average was 22.5. OP 1-10 was 62.50%, 64.86 without visa students, whilst the state average was 54.29. OP 1 – 15 was 87.50%, 89.19% without visa students, whilst the state was 82.92%.

On average and over time, the trend lines for our OP 1-10 results have been positive and always considerably above state average. We have been trending up, in OP 1-10 and down in OP 16-25, which is a positive trend.

ALL SSC Students		Without Visa Students (Published)	State
OP1-5	23.86	24.32	22.50
OP1-10	62.50	64.86	54.29
OP1-15	87.50	89.19	82.92

Number of students awarded a Senior Statement only	0
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	74
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	6
Number of students awarded one or more Vocational Education and Training (VET) qualifications	49
Number of students awarded a Queensland Certificate of Education at the end of Year 12	90
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD (minus visa students)	89
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
Percentage of Queensland Tertiary Admissions Centre (QTAC) applications receiving an offer	100



Outcomes summary

Outcomes Summary											
SEP	QCE	OCIA	VET	SAT	OP	IBD	Senior Statement only		% with a QCE, VET, SAT or IBD		% QTAC applicants with a tertiary offer
97	90	—	49	6	74	—	0		97%		—
Students who received a QCE	N		VET	SAT	VET Cert I	VET Cert II	VET Cert III	VET Cert IV	VET Dip or AdvDip	Uni subject at school	VET Dip or AdvDip unit at school
	90		45	6	1	2	37	11	18	3	19
	7		4	—	—	1	—	—	4	—	4
Students yet to receive a QCE											
OP-eligible students	N	QCE	VET	SAT	VET Cert I	VET Cert II	VET Cert III	VET Cert IV	VET Dip or AdvDip	Uni subject at school	VET Dip or AdvDip unit at school
	74	71	28	3	1	2	22	4	8	2	8
	23	19	21	3	—	1	15	7	14	1	15
OP-ineligible students											
OP distribution							OP1–5	OP6–10	OP11–15	OP16–20	OP21–25
							18	30	18	8	0



Saint Stephen's College

Developing character, inspiring hope

Saint Stephen's College students are unique.
They embody the spirit of a school that fosters
integrity, commitment and respect.

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