



QUEENSLAND SCHOOL REPORTING

Downlands College Annual School Report 2016

Principal's Foreword

Introduction

This report outlines only the fundamental outcomes for Downlands College in 2016. It includes enrolments, curriculum offerings, staff profile, professional development, key student outcomes. The report obviously does not cover the extraordinary nature, friendliness and happiness of the student body and the wonderful spirit that enlivens our school and community.

School progress towards its goals in 2016

Our Education Plan has six core Goals and Strategic directions. These are: Leading and Managing, Stewardship of Resources, Student Learning, Co-Curricular, Pastoral Care and Boarding. In each of these areas there are Strategies, Desired Outcomes and Success Indicators. The Board receives an update twice a year outlining the progress towards these goals.

The Strategic Plan is kept to the fore and guides the direction of the school.

Future outlook

With the introduction of Year 7 in 2015 and the continued implementation of the Australian Curriculum, the College will continue to focus on the embedding of the MSC philosophy of education in teaching and learning programs and through professional development opportunities offered to all staff. The dynamic and engaging delivery of curriculum and associated professional development, the on-going improvement in student behaviour through the 7 Step Behaviour Management Policy and systematic and sound financial management will continue to be a focus area in 2016.

The refurbishment of McKenna and Clark Hall concluded in 2015.

During 2016 we gained provisional registration/accreditation for Years 5 and 6. Renovations to Upper Hyland for two classes and employment of Years 5 and 6 teachers was undertaken with the view to commence two Years 5/6 composite classes in January 2017. We anticipate new and refurbished spaces to be completed for Years 5 and 6 by mid-2018.

Webpages

Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the Department's [Right to Information site](#).

Contact Person

Stephen Koch, Deputy Principal Teaching and Learning.



School Profile

Coeducational: Year levels offered: 7 - 12

Total student enrolments for the 2016 school year:

Total Enrolment	Girls	Boys
720	276	444

Characteristics of the student body:

Downlands College is an Independent, Catholic, Co-educational, Boarding school run in the tradition of the Missionaries of the Sacred Heart (MSC). Our students hail from as far away as Rabaul (PNG), South Australia, Northern Territory and remote Queensland and the Cape as well as North Western NSW.

Boarding students comprise around 40% of our student population and give much life to the College. Our many day students either live in our lovely city or travel from Allora to the South, Crows Nest and beyond in the North, Rosewood in the East and West to Dalby.

Class sizes – Proportion of school classes achieving class size targets in 2016:

Phase	Average Class Size
Year 7 – Year 10	22
Year 11 – Year 12	17
All Classes	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	21
Long Suspensions - 6 to 20 days	2
Exclusions	0
Cancellations of Enrolment	3



Curriculum offerings

Our distinctive curriculum offerings:

Downlands College maintains a curriculum program of considerable breadth and depth. One very strong feature of the curriculum program is the vast array of subjects offered to students in Years 11 and 12 and in this regard Downlands College sets itself apart from many other schools in this geographic location.

In Years 7 - 10, students experience a broad general curriculum which prepares them well for successful learning in Years 11 and 12. While the clear majority of students in Years 11 and 12 are OP-eligible, the College caters for a diverse student population, providing quality QCAA and stand-alone VET study options to both OP and non- OP students. The curriculum is supported by an excellent VET/Careers program, and a well-regarded Learning Support Unit. Amongst other initiatives, the College is currently one of a small number of Queensland schools participating in The Gateway Schools to Agribusiness Project.

EXTRA CURRICULA ACTIVITIES

Sports for Both Male and Female Students:	Other Activities:
Australian Rules Football	Adventure Club
Athletics	Girls' Choir (Canticum)
Basketball	Cattle Show Team
Cricket	College Choir
Cross Country	College Musical (most popular combined activity)
Futsal	Big Band
Rugby Sevens (girls only)	Dance Group
Soccer/Football	Debating
Swimming	Drama Club
Touch football	Equestrian
Tennis	Guitar Ensemble
Volleyball	Gryphon Chorale
	Jazz Ensemble
Rugby (most popular boys' sport)	Liturgy
	Male Choir
Girls Sport	Percussion Ensemble
Netball (most popular girls' sport)	Public Artworks Group
	Public Speaking/Oratory
	Robotics/Science Club
	Symphonic Band
	Strings Ensemble



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How Information and Communication Technologies (ICT) are used to assist learning:

The College has an ICT Committee which is constantly monitoring and implementing the range of technology to support our curriculum offerings. The College has a one-to-one laptop program.

Currently computers are used in all subject areas and in a variety of ways which include:

- Research
- CADD
- Word Processing
- Library management and search
- Communication
- Presentation of lessons using data projectors (all classrooms have a computer & data projector)
- “Click-view” Video library
- Learning Support systems
- Spread sheets
- Interactive and sequential tasks and lesson plans.
- Language (LOTE) applications
- Student presentations
- Internet/Website development and maintenance
- Film and TV
- Video production
- Music design and performance

Social climate

Downlands is a close-knit community where students and staff engage positively in teaching and learning. In all our activities, College members strive to value each other and hold precious the healthy growth of body, mind and spirit.

Involving parents in their child’s education

Downlands College involves parents in the child’s education by:

- Regular year level forums to discuss issues relevant to the age of the students.
- Face to face Parent/Teacher interviews at the end of Terms One, Two and Three.
- Regular reports and feedback.
- Regular newsletters to keep parents informed of the latest happenings at the College.
- Website – news, events and photos are regularly uploaded to the College website
- Parent Lounge – online access to student information and teacher email addresses
- Social Media – Downlands actively engages the community through three Facebook pages and a twitter account
- Parent Groups including – Parents and Friends, Friends of the Performing Arts, Sports Supporters Group, Agricultural Supporters Group, Downlands Past Student Association and the Boarder Parent Network.



Reducing the school's environmental footprint

Environmental footprint indicators, 2012-2016

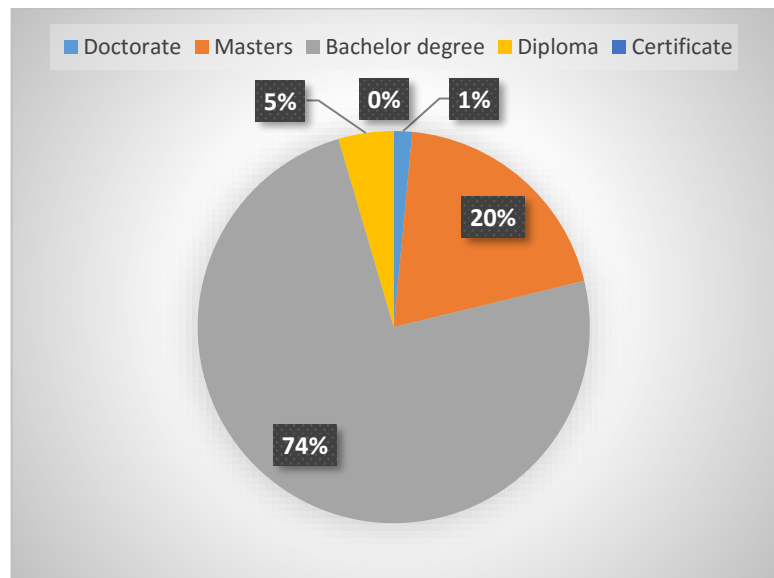
Years	Electricity kWh	Water kL
2012-2013	911140	31479
2013-2014	878850	30210
2014-2015	955066	37984
2015-2016	891877	27681

Workforce Composition

	Teaching Staff	Non-teaching Staff	Boarding Staff	Indigenous Staff
Headcounts	66	48	57	0
Full-time equivalents	63	39.8	37.25	0

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the College
Doctorate	1
Masters	13
Bachelor degree	49
Diploma	3
Certificate	0





Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2016 was \$66,715. The major professional development initiatives are as follows:

- Attendance at QCAA workshops and conferences
- Certificate IV training
- Child Protection
- Faith formation
- First Aid Training
- IT Professional Development
- Other Curriculum conferences
- Student Relationships Training
- VET/Careers

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

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 99.7% in 2016.

Proportion of staff retained from the previous school year.

From the end of the previous school year, 100% of staff was retained by the school for the entire 2016 school year.



Key student outcomes

Student attendance - 2016					
Student attendance for each year level					
Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
95%	94%	94%	93%	92%	91%

Description of how non-attendance is managed by the school

Attendance Recording:

1. Pastoral Care teachers record attendance on TASS (administration program) each morning and reports are generated from this database.
2. From this data a list of students is generated and an SMS alert is sent to parents/carers informing them daily of their child's un-explained absence from school.
3. Approximately 1/2 of parents notify Reception of their child's absence either on the day or in advance. This is helpful and to be encouraged, but it does not suffice as an explanation of a student's absence until a hard copy note is received.
4. An absence becomes an 'explained' absence when the Pastoral Care teacher receives a hard copy note from the student's parent explaining the absence.
5. If the student fails to bring a note within two days of his/her absence, the Pastoral Care Teacher makes phone contact with those parents requesting a note of explanation (for our record keeping purposes).
6. Notes are sighted by PC, signed, and taken to Reception where the system is updated as an explained absence. Notes explaining absence are retained by the Pastoral Care Teacher for the life of that Pastoral Care roll (approx. 5 weeks) and then given to the Year Leaders for filing.
7. In the case of boarding students, Pastoral Care teachers may email boarding house parents regarding their need for a boarding student's absence to be explained. An email response from houseparents/residential staff will be accepted as a response.

Students Arriving Late:

1. Reception staff generate a late slip that shows the time and reason for the late absence. Students are allowed entry to the class with this slip. This is then accessible via Teacher Kiosk (TASS) for all staff to keep track on student's absences/lateness.
2. Notes explaining the late arrival are filed by the Year Leader as per student absences.

Achievement – Year 9

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Year 7 and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Year 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the MySchool link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.



Find a school

Search by school name



Search by suburb, town or postcode

Sector Government
 Non-government

SEARCH

Where it says '**Search by school name**', type in the name of the school whose NAPLAN results you wish to view, and select **<GO>**'.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

Downlands College presently has 59 indigenous students within the total student population (36 females, 23 males), 37 of whom are boarders. Indigenous students have access to the Learning Support Unit and where extra learning assistance is required, may undertake a reduced number of subjects/units of study. An indigenous tutoring program runs on Monday, Tuesday and Wednesday evenings and is staffed by Downlands teachers, teacher aides and local community members. Downlands indigenous students benefit from interactions with the College's Careers and Learning Pathways department. SET Planning assists indigenous students to plan Senior Education pathways with future career and study goals in mind. External agencies within the local community support the College in its endeavours to assist indigenous students. As the majority of our indigenous students are boarders, the school attendance rate is excellent and the retention rate is very high. Every effort is made to foster positive relationships between the school and the parents and carers of indigenous students from remote locations.

- 2011 – Dadirri Indigenous Transition Centre.
- A strong network of care and support.
- Indigenous Liaison Officer whose focus is purely to support students in maximising students' potential for success.
- Indigenous students are provided with opportunities to experience indigenous cultural immersion programs available in the local area.
- Students in Years 11 and 12 are supported in their education through the QATSIF scholarship scheme.



Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort – 98%.

Outcomes for our Year 12 cohort of 2016

Number of students receiving a Senior Statement.	139
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	112
Number of students awarded one or more Vocational Educational Training qualifications.	37
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	32
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	133
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	78%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	90%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
14	34	38	24	2

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

Certificate I	Certificate II	Certificate III or above
49	20	5

Certificate I Construction and Engineering. Certificate II in Kitchen Operations and Rural Operations. Plus, students have access to external courses at TAFE.

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2016 Year 12 post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.



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Early leavers information

Early leavers are very few at Downlands College. Upon advice of a student's intention to depart the College, the student is interviewed and parents/carers contacted to discuss the situation. Early leavers generally move to employment including full-time apprenticeship programs, and/or to full-time TAFE, and/or because the family is moving interstate or overseas.

NEXT STEP 2017 DESTINATIONS OF 2016 YEAR 12s Downlands College



Introduction

This page presents a summary of results of the annual *Next Step* survey for Downlands College. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2016, whether they attended a state, Catholic or independent school, or a TAFE secondary college. The Queensland Government Statistician's Office conducted the survey between March and June 2017, approximately six months after the young people left school. Responses were collected online and via computer-assisted telephone interviewing.

Statewide and regional reports from the 2017 *Next Step* survey will be available on the *Next Step* website from September 2017 at www.education.qld.gov.au/nextstep.

Response rate for Downlands College

Table 1 below reports the response rate for Downlands College. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Downlands College in 2016.

It has not been possible to ascertain how representative these responses are of all Year 12 completers from this school.

Table 1: Survey response rate, Downlands College 2017

Number of respondents	Number of students who completed Year 12	Response rate (%)
94	144	65.3

Definitions of main destinations

The pathways of Year 12 completers were categorised into ten main destinations. Year 12 completers who were both studying and working were reported as studying for their main destination. A table defining these categories can be found in the statewide report at www.education.qld.gov.au/nextstep.

Summary of findings

In 2017, 59.6% of young people who completed Year 12 at Downlands College in 2016 continued in some recognised form of education and training in the year after they left school.

The most common study destination was Bachelor Degree (35.1%). The combined VET study destinations accounted for 24.5% of respondents, including 9.6% in campus-based VET programs, with 6.4% of Year 12 completers entering programs at Certificate IV level or higher.

14.9% commenced employment-based training, either as an apprentice (9.6%) or trainee (5.3%).

In addition to the above study destinations, a further 22.3% of respondents from this school deferred a tertiary offer in 2017 (deferrers are included in their current destination).

40.4% did not enter post-school education or training, and were either employed (35.1%) or seeking work (5.3%).

Figure 1: Main destination of Year 12 completers, Downlands College 2017

