



Annual Report

2015

This report on the 2015 academic year is produced for the information of parents and the school community and is a requirement of both Queensland and Federal Government reporting obligations.

School Sector: Independent

Central Office: 190 Ingleston Road
Wakerley 4154

Brisbane Campus – 190 Ingleston Road
Wakerley 4154

Wide Bay Campus – 19 Fazio Road
St Helens 4650

Nambour Campus - 281 Windsor Road
Nambour 4560

Darling Downs Campus - 40 Gerrard Street
Toowoomba 4350

2015 Enrolments: 355

Year Levels: 3 to 12

Co-educational or single sex: Coeducational

For additional information please contact:

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Secondary students compete in the 2015 Whole School Athletics Carnival at the Sunshine Coast on September 18

INTRODUCTION

This School is a registered and accredited Non-Government multi-campus School established to provide a quality education to the Australian community and, in particular, to Brethren students.

The School's Ethos, Values Statement and Guiding Principles govern the School, and are reflected in a series of policies, procedures and handbooks which have been developed to meet statutory and registration requirements and are to be adhered to in all aspects of the operation of the School and its Campuses.

The School is conducted in accordance with the doctrines, and teachings of the Holy Bible as held, believed, taught and practised by the Brethren. All Staff are required to respect the Ethos, Values Statement and Guiding Principles and not influence, or seek to influence, students as to these doctrines, tenets and teachings.

ETHOS

At this School, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding fundamental Christian teachings and beliefs, especially those of purity, integrity and godliness.

The truth and authority of the Holy Bible and strong family values underpin the commitment of the School to provide quality in every facet of education - curriculum, teachers, facilities, management and discipline - in a safe, secure and caring environment.

VALUES STATEMENT

In coming to this School each student, parent and staff member shall uphold the values of the School which include:

Integrity – uprightness, honesty and decorous conduct, governed by the Holy Bible;

Care & Compassion – kindness, consideration and generosity to all;

Respect – for all people, property, opinions and authority;

Responsibility – for our actions, progress and environment; and

Commitment – to self-discipline and the pursuit of excellence.

GUIDING PRINCIPLES

The following Guiding Principles of this School are based on the teachings of the Holy Bible, as believed, taught and practised by the Plymouth Brethren Christian Church ('the Brethren'):

1. The Directors of the School, as practising members of the Brethren, are committed to a way of life that is governed by the Holy Bible. The conduct of the students and staff must consistently reflect Biblical values at the School. The Directors in their absolute discretion can determine and exercise their authority as to what conduct or activity within the School environment is in accord with the Holy Bible and the beliefs, teachings and practices of the Brethren.
2. The Brethren uphold the sanctity of marriage, the family unit and the principle of separation.
3. Staff are to maintain a positive and professional attitude and conduct themselves modestly and decorously, setting a proper example to students and in a manner which is respectful of the management, fellow staff, students and parents, and the Brethren community and way of life.
4. A dress code applies and is to be upheld by all staff at all times. A strict differentiation between male and female dress must be maintained. The wearing of short trousers by male staff is not considered appropriate, and female staff must wear dresses or skirts (at least knee-length), and clothing must be modest and not revealing or low cut in design. Staff must present for duties with a neat and tidy standard of dress and general presentation so as to be a role model for students. Unorthodox or casual dress, and unshaven appearance or long hair for men is inconsistent with the attitude and image promoted by the School.
5. All staff must maintain a positive, professional and supportive attitude to the School management and fellow staff members, and generally demonstrate a willingness to assist in maintaining an encouraging, harmonious and welcoming educational environment throughout the School. Interaction between staff and students should be positive and professional at all times. Class and individual discussions should avoid staff or student private lives and be respectful of the beliefs and practises of students and their parents.
6. Peer support and positive working relationships between students are encouraged; however staff are not to condone activities that are not according to the beliefs, teachings and practices of the Brethren.
7. Parents, students, and staff are expected to conduct themselves with integrity at all times, and in a responsible manner, and bad language, smoking, alcohol and drugs of addiction are not permitted at any school, venue or function at any time or for any reason.
8. The School Board encourages the use of a wide variety of high quality educational material and resources (including multimedia) to provide a well-rounded education. All teaching programmes, resources, assignments and assessments are to be in accordance with the Guiding Principles in this document and are subject to review by the School Board.
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Brisbane Campus

SPECIFIC DETAILS PERTAINING TO AGNEW SCHOOL

Distinctive curriculum offerings: Agnew School offers a robust student focused curriculum delivering the endorsed Australian Curriculum and all other key learning areas in years 3-10. The school operates a two year A/B rotating program in most subjects to enable depth and breadth of curriculum coverage which supports multi ages classes, and caters for all learners through differentiation.

The Agnew School Senior Year 11 and 12 curriculum includes a broad range of OP and SAS subjects, some of which are delivered using Video Conferencing technology to maximise offerings to all campuses. Certificate III in Business is offered as well as a range of Vocational Education and Training (VET) options for years 11 and 12.

Learning Support is widely available across the school with a Learning Support Coordinator overseeing individual programs and trained staff on all four campuses working with students on programs, or as needs arise.

To support curriculum delivery Agnew School adheres to the pedagogical philosophy of Self-Directed Learning. Self-Directed Learning is part of our long term vision. We embrace the construct that education is a life-long pursuit and the self-directed learning skills developed by our students at school will equip them for the future.

2013-2018 Strategic Plan: The 2013-2018 Strategic Plan aims at developing all learners as self-directed and lifelong learners equipped with the skills for work and to be competent to lead meaningful and productive lives in the 21st century. Continuous improvement underpins the Strategic Plan. Agnew School annually focuses on three targeted areas for improvement: The school performance and development framework - School Continuous Improvement Plan (SCIP) - which aligns the school strategic goals, the Australian Professional Standards for Teachers, and the teacher's individual career goals, is a pivotal part of the school improvement strategy.

Extra-curricular activities: A broad range of extra-curricular activities are offered at Agnew School. These vary across the campuses including: choral groups, orchestra, bands, photography and cooking. Outdoor activities include canoeing, swimming, fun-runs, an inter-house sports day and inter house athletics carnivals.

Social climate: The School has a focus on supporting family life and the School and community work together collaboratively to provide a safe learning focused environment for all students. Agnew School provides a comprehensive student induction for our incoming Year 3 students and an academically focused transition program for Year 7 students prior to entry into secondary school. The school places a great deal of value in the development of student leaders and therefore continues to facilitate a Leadership Program across a range of year levels with support from community members.

Academic and Sporting School leaders are elected annually on each campus in both Primary and Secondary school. Form classes are vertically structured to provide a supportive peer network for students. A comprehensive Student Management Policy and strategies to discourage bullying are constantly reinforced by all members of the school community. Academically inspired days and incursions including History Day, Medieval Day and book character days which involve students, staff and families have been instrumental in creating a positive social climate across the whole school community.

Characteristics of the student body: Established in 2003, the school has grown to accommodate 355 students. The student body in 2015 consisted of 196 boys and 159 girls across four campuses.

Parental involvement: Parents are encouraged to participate in their child's education at Agnew School. Each campus has a P & F Committee. Parent and community volunteers assist in mentoring students, facilitating work experience and work readiness programs, office administration, classroom support programs, management of library resources, maintenance of buildings and grounds, supervision of excursions, tuck shop and are particularly active in the area of fund raising activities.

Parent, teacher and student satisfaction with the school: For additional satisfaction data, refer to enrolment rates and the teacher retention rate in this report.

Agnew parents are invited to maintain close communication with the staff and can arrange interviews at any time through school administration staff. Formal Parent /Teacher interviews are conducted twice per year and all feedback is followed up.

School satisfaction surveys conducted in 2015 focused on achievement of the strategic goal focus areas to inform future improvement. Student and parent satisfaction surveys had a strong emphasis on Self Directed Learning.

The responses indicated that students understood the school motto of "Learning To Learn", they are very positive about Self Directed Learning and are aware that Self Directed Learning will develop the skills they need for their future. Students are aware of who to seek help from although they don't always hand in drafts and seek help.

Staff surveys were conducted at each of the staff days focusing on the following: Curriculum Planning, performance and development framework (SCIP), Agnew policies and procedures, whole school moderation, whole school staff morale, work team collegiality and professional development.

All staff respondents rated these categories highly. The areas noted for future improvement are more user friendly access to policies and procedures and school moderation.

School funding broken down by funding source:

These Agnew School outcomes may be found by visiting the *My School* website (under this section of the report):

<http://www.myschool.edu.au>

2015 Whole School Awards Day



The Directors, Staff, Parents and Families of Agnew School congratulate the graduating Class of 2015 on completing a very successful final academic year at Agnew School. Special mention must be made of Caryn Menzies from Wide Bay Campus who had the honour of achieving the title of School Dux for 2015.



**Caryn Menzies (Wide Bay Campus)
School Dux 2015**

STAFFING INFORMATION

Teaching staff composition for 2015, including Indigenous staff:

Female staff (non Indigenous origin)	Female staff (Indigenous origin)	Male staff (non Indigenous origin)	Male staff (Indigenous origin)
30	0	10	0

Qualifications of all teachers:

Qualification	Number of classroom teachers and school leaders at the school	35 of the 40 teachers hold more than one qualification. (i.e. 87.5 %)
Doctorate or higher	1	
Masters	3	
Bachelor	32	
Diploma	4	
Certificate	0	

Teacher participation in professional development:

2015 is the third year of the School Continuous Improvement Plan (SCIP) which is a Performance and Development framework that aligns the school strategic goals, the Australian Professional Standards for Teachers and the teacher's individual career goals. The SCIP has been widely endorsed by ISQ and other education bodies. This is an annual, four stage cycle commencing with self-assessment, planning and goal setting continuing through the stages, utilizing lesson observations and formal feedback to target professional development.

Two four-day residential staff development programs are the major internal whole school staff professional development events each year. The 2015 programs included unpacking the annual strategic goals; whole school moderation and curriculum and policy development; Australian Curriculum and subject specific focused planning sessions for program review, rewrite and assessment development; guest presenters; SDL training; Video-conference training and workplace health and safety inductions.

The Academic Principal and School Administrator also attended a number of interstate school leaders' forums with other OneSchool Leaders.

Summary of Staff Professional Development:

Total number of teachers participating in at least one activity in the program year	40
Total expenditure on teacher Professional Development	\$60,115.00
Average expenditure on Professional Development per teacher	\$1,503.00

Other professional development initiatives undertaken by staff includes (but not limited to):

Provider	Description	Attendees
ALEA	Junior Secondary & Literacy Conference	1
ASTA	National Science Teachers Summer School – ANU, Canberra	1
Autism Queensland	Motivating and Engaging Students with A S D	1
BEAQ	Business Educators Conference	1
Digital Tech Skills	Digital Tech Skills Expo	1
Dynamic Learn. Group	Cracking the Hard Class	1
EduTech	National Conference & Expo – VET Leaders Conference	1
ETAQ	English Teachers Association Qld 2015 Annual Conference	1
HEIA(Q)	Qld Annual State Conference	4
HEIA(Q)	Connecting Home Ec & Implementation of Aust Curriculum	1
ISQ	Social Emotional Disorder – Parts A & B	2
ISQ	T/Aides Working with students with disability - Literacy	1
ISQ	T/Aides Working with students with disability – Numeracy	2
ISQ	T/Aides Working with students with Behavioural Issues	1
ISQ	T/Aides Working with students w/ Autism Spectrum Disorder	1
ISQ	T/Aides Working with students w/ Communication Disorders	1
ISQ	T/Aides Working with students w/ Intellectual Disability / Learning Disability	1
ISQ	Improvement & Innovation in Assessment	2
ISQ	The Australian Curriculum: HPE	1
ISQ	All Languages Teachers Professional Development Event	1
ISQ	Working with Students with Disabilities	1
ISQ	Working with Students with HI, PI, VI	1
ISQ	Learning Disabilities: Understandings, evidence & implications	1
ISQ	Polarity Thinking with Jane Kies	1
ISQ	Learning Technology & Integration Series	1
ISQ	Improvement & Innovation in Assessment for School & Curriculum Leaders	1
ISQ	Professional Learning for Building Assessment Communities	3
ISQ	Support for Teachers of the Arts	3
ISQ	Intensive Language Learning Program	1
ISQ	Exploring Effective Numeracy Instruction – W/shops 1 & 2	2
ISQ	Great Teachers = Great Results – Mentoring	1
ISQ	EDIFI - Data Analytics System Training	6
LSTAQ Inc	Learning Support Teachers Assoc of Qld Conference	1
Principals Australia	Workplace Health and Wellbeing	1
QCAA	NAPLAN – Part/Whole Thinking in Upper Primary	1
QCAA	SAS Implementation for Science in Practice	1
QCAA	SAS Implementation for Manufacturing	1
QCAA	Subject Achievement Indicators - BONSAI and SAIs	2
QCAA	Assessing the Aust. Curriculum – P-6 Geography	2
QCAA	NAPLAN – Conduct Online Testing & Submit Forms	2
QCAA	NAPLAN – Using Your Writing Data	1
QCAA	How to Read Challenging Texts	1
QID Brain Institute	Workshop on Autism Spectrum Disorder	1
STAQ	Senior Science Teachers Conference 2015	1
Sue Larkey	Understanding Autism Spectrum Disorder	3
Sutherland Training	Computer Fundamentals – Word 2013	1

Average teaching staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

Number of Staff	40
Number of School Days (staff)	198
Total Days Staff Absences	352
Average Staff Attendance Rate	95.6%

Proportion of teaching staff retained from the previous year (2014):

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year	% retention rate
41	28	68.2



Students are on all campuses are actively involved in musical presentations both within the school environment and further beyond into the community.

KEY STUDENT OUTCOMES

Enrolment by campus - 2015

YEAR	BRISBANE	WIDE BAY	NAMBOUR	DARLING DOWNS	YEAR TOTALS
3	20	5	5	10	40
4	18	4	9	8	39
5	12	6	6	3	27
6	14	5	2	7	28
7	12	8	4	12	36
8	13	3	2	7	25
9	22	11	3	8	44
10	12	7	8	11	38
11	14	13	5	10	42
12	17	7	3	9	36
CAMPUS TOTALS	154	69	47	85	355

Average student attendance rate (%) for the whole school:

Number of students	355
Number of school days in program year	179
Total number of student absences	4208
Average Attendance Rate %	93.4%

Average student attendance rate (%) for each year level:

Year Level	Average attendance rate for each year level as a percentage in 2015
3	93.8%
4	94.4%
5	94.4%
6	94.6%
7	93.6%
8	92.4%
9	90.6%
10	94.7%
11	93.0%
12	93.0%

A description of how non-attendance is managed by the school:

If a student is absent due to illness, or family emergency/misadventure, the parent must notify the campus by telephone in the morning and send in a note the day the student returns to school. Agnew School diaries have a tear out slip for Absentee Notes. All other forms of absence require approval by the School Administrator.

Benchmark Data (results obtained from the year 3, 5, 7 and 9 testing in 2015)

READING			
Year	Average score (School)	Average Score (National)	% of Students at or above national minimum standard
3	449	426	95%
5	517	499	100%
7	581	546	100%
9	590	580	97%

PERSUASIVE WRITING			
Year	Average score (School)	Average Score (National)	% of Students at or above national minimum standard
3	420	416	100%
5	492	478	100%
7	525	511	94%
9	554	547	91%

SPELLING			
Year	Average score (School)	Average Score (National)	% of Students at or above national minimum standard
3	415	409	97%
5	523	498	100%
7	556	547	94%
9	583	583	95%

GRAMMAR & PUNCTUATION			
Year	Average score (School)	Average Score (National)	% of Students at or above national minimum standard
3	454	433	90%
5	530	503	100%
7	574	541	100%
9	576	568	98%

NUMERACY			
Year	Average score (School)	Average Score (National)	% of Students at or above national minimum standard
3	409	398	97%
5	506	493	100%
7	580	543	100%
9	626	592	100%

For more detailed information: go to the *My School* website <http://www.myschool.edu.au>

Apparent retention rate:

	Year 10 Base	Year 12	Retention rate %
Number of Students	38	38	100%

Year 12 student enrolment as a percentage of the Year 10 cohort is 100 %

Outcomes for Year 12 cohort in 2015:

Number of students awarded a Senior Education Profile (SEP)	36
Number of students awarded a Queensland Certificate of Individual Achievement	-
Number of students who received an Overall Position (OP)	21
Number of students who are completing or have completed a School Based Apprenticeship or Traineeship (SAT)	1
Number of students awarded one or more Vocational Education and Training (VET) qualifications	3
Number of students awarded a Queensland Certificate of Education at the end of Year 12	30
Number of students awarded an International Baccalaureate Diploma (IBD)	-
Percentage of Year 12 students who received an OP 1-15, or an IBD	58%
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) applicants receiving an offer	-

NEXT STEP 2016 DESTINATIONS OF 2015 YEAR 12s Agnew School

Introduction

This page presents a summary of results of the annual *Next Step* survey for Agnew School. The *Next Step* survey, undertaken by the Queensland Government, targets all students who completed Year 12 and gained a Senior Statement in 2015, 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 2016, 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 *Next Step* survey will be available on the *Next Step* website in September 2016 at www.education.qld.gov.au/nextstep.

Response rate for Agnew School

Table 1 below reports the response rate for Agnew School. It expresses the number of respondents from this school, as a percentage of all Year 12 completers who attended Agnew School in 2015.

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, Agnew School 2016

Number of respondents	Number of students who completed Year 12	Response rate (%)
34	36	94.4

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 2016, 41.2% of young people who completed Year 12 at Agnew School in 2015 continued in some recognised form of education and training in the year after they left school.

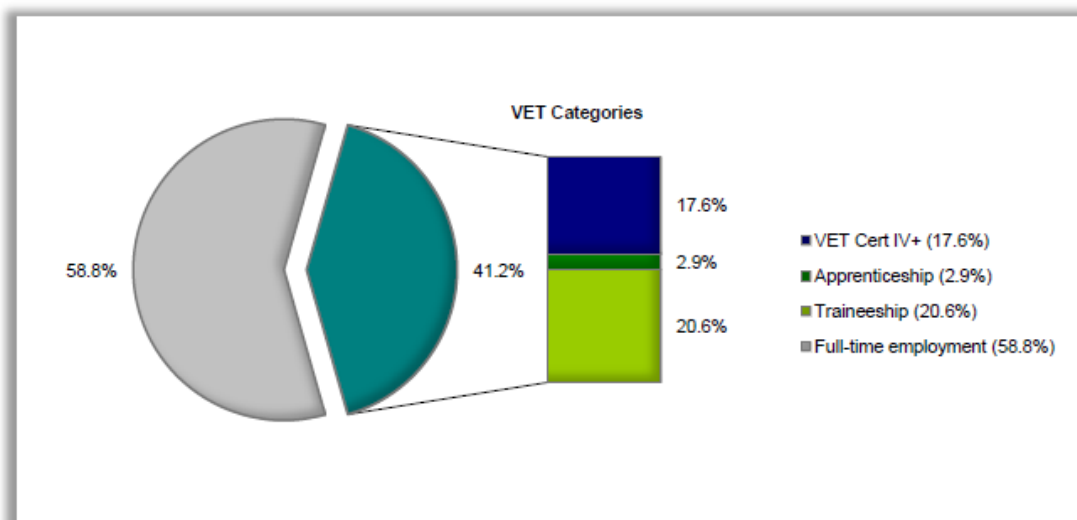
The most common study destination was traineeships (20.6%). The combined VET study destinations accounted for 41.2% of respondents, including 17.6% in campus-based VET programs at Certificate IV level or higher.

23.5% commenced employment-based training, either as an apprentice (2.9%) or trainee (20.6%).

There were no respondents from this school who deferred a tertiary offer in 2016.

58.8% did not enter post-school education or training, and all were employed.

Figure 1: Main destination of Year 12 completers, Agnew School 2016



The Agnew School Annual Report for 2015 is available on the internet for a minimum of 12 months. Any parent, carer or a person who is responsible for a student at the school and is unable to access the internet may contact the school to request a copy. Please address your request to:

**The Regional Principal
Agnew School Inc
PO Box 4204
GUMDALE. QLD 4154**