

ANNUAL REPORT 2019

Faith Diligence Love

SUNCOAST
CHRISTIAN COLLEGE



School sector:

Independent

School's address:

7–13 Kiel Mountain Road, Woombye

Total enrolments:

805 at census date 2 August 2019 includes visa & international students

795 not including visa & international students

Year levels offered:

Pre-prep to Year 12

Co-educational or single sex:

Co-educational

Characteristics of the student body:

Our school population is drawn from families who desire or value a Christian Education, which values academic excellence and pathways for those more suited to vocational education, as well as desiring a strong values base. The catchment of the College is widespread, therefore, necessitating a fleet of buses that transport students from all over the Sunshine Coast.

Distinctive curriculum offerings:

Because Suncoast Christian College recognises the diversity of its population and that students are unique and, therefore, have different needs, a wide variety of opportunities exists. Our extensive curriculum offers a rich selection of academic subjects, as well as a wide range of vocational offerings.

We are committed to providing multiple pathways to future study and career possibilities and invite students to develop their interests and gifts through real and relevant experiences.

Some features that distinguish us as a College which considers the development of the whole child are:

- A Christ-centred Curriculum including daily devotions and weekly chapel services and Christian Studies lessons.
- Primary and Secondary Learning Support units that caters for students from Prep to Year 12 with an emphasis on early intervention in a caring and supportive environment.
- Vocational pathways through a number of VET and applied subject offerings as well as School-Based traineeships.
- Dance is offered in Years 7 to 12.
- A Certificate III in Music Industry is offered in Years 11-12.
- Specialist Art lessons occur for students in Years 2-6 and Italian in Years 1-6.
- Camps in many year levels that are aimed at developing students' personal, interpersonal and leadership skills.

- Career education aimed at ensuring a smooth transition from school to tertiary studies or the workplace.
- Extensive sporting programs.
- Local, regional and international missions and service programs.
- Visits by Japanese students into College family Homestays.
- Cultural programs for Aboriginal and Torres Strait Islander students and for the school community.

Extra-curricular activities:

Sporting Program

During the year, both the Primary and Secondary Schools were involved in the SCISSA Competition (Sunshine Coast Independent Schools Sports Association). The College has its own Football Club competing in the Sunshine Coast Federation Competition and Netball Club competing in the SCNA competition and Equestrian Club. Academies in Tennis and Football are offered. Athletics, Cross country and Swimming carnivals were held and all students from Years Prep - 10 were engaged in Physical Education classes. Rugby 7's, Touch, Football, Basketball, Volleyball and Netball teams also competed in external competitions. Senior Sport sessions had a Personal Fitness focus for students not competing in SCISSA Competitions. These opportunities met the Federal Government requirement of at least 2 hours' physical activity per week while encouraging our students to keep physically active and adopt healthy lifestyles.

Cultural Program

The Creative Arts Department produced Onstage, usually a bi-annual concert and Dance Showcase for the high school. There were also numerous performance, exhibiting and show casing opportunities as well as opportunities to serve for students, such as the Festival(P-12), Sol-bar concert (12), Spotlight (P-6), Grandparents' Day, and Presentation Nights. Numerous students were involved in these events and many families from our community enjoyed attending one or several of these cultural events.

The social climate of the school:

Suncoast Christian College exists to provide Christ-centred education that promotes life-long learning, develops excellence and Christian character, and fosters social responsibility.

All teaching and activities undertaken during have been developed from the College's Christian world view which is supported by our Christian Studies Curriculum, Chapel activities, School Chaplains and the covering of Suncoast Christian Church, headed by the Lead Pastors.

Parental involvement:

As the partnership between the College and home is of paramount importance in attaining the best possible outcomes for our students across academic, physical and spiritual life, we continued to actively promote open channels of communication. This is facilitated by communication via email and SEQTA (the student learning portal), student diaries and the publication of the Secondary School student assessment calendars.

Suncoast eNews keeps families up to date with College life and is produced and emailed to families fortnightly.

We introduced SEQTA Engage for parents who have their own username and password to login to view their child's timetable information, assessment results, school reports, daily notices and policy documents. Direct messages are sent through SEQTA to parents and the SEQTA App provides push notifications of announcements as well as emails and home communications.

Parents can be involved with their children's learning and assessment through the SEQTA Engage portal which provides access to a wide variety resources about their child's learning program, assessment tasks and feedback on their progress.

The Parent Handbook is available online and provides pertinent information in one publication for ease of reference throughout the College year.

Valued Volunteers Program

Approximately 70 people indicated that they wished to be a part of our Valued Volunteers program during the year. Although the vast majority of volunteers were parents of students, they also included a small number of grandparents and other persons not directly connected to the College body. Volunteers were asked to nominate any areas of interest from the following: Manual Arts, covering library books, in-class assistance, computing, Support-A-Reader, administration work, gardening, College Café, building maintenance, Library, Suncoast Festival, Home Economics and class Parent Reps, as well as nominating their availability of days. This database allowed ease of locating volunteers to meet specific needs as required.

Many hundreds of hours were volunteered, with assistance in classrooms being the most prevalent. Many volunteers also assisted with Suncoast Festival, swimming lessons, Support-A-Reader and special class excursions.

A Valued Volunteer afternoon tea was held to honour the valuable contributions of our volunteer body. Our Volunteer Coordinator also organised small thank you gifts and communications of appreciation throughout the year.

Parent Representatives

Parent Reps continued to assist in maintaining strong links between the College and families. They were instrumental in supporting Suncoast Festival and acting as a liaison between parents. They welcomed many new students to the College and many hosted morning and afternoon teas and other events as an opportunity for parents to get together and establish links with each other.

Parent Reps were involved in:

- supporting their child's teacher;
- acting as the link between teacher and parents;
- coordinating social activities for their classes' parents/families;
- assisting in gathering volunteers for activities such as excursions, Arts on Twilight and carnivals; and
- being part of the induction process for new families.

Of course, the Parent Representatives are to be especially thanked for the role they played in coordinating class stalls for our Suncoast Festival.

Seminars

A Support-A-Reader Seminar was conducted in Term 1. Participants trained in the strategies to support reading and learnt about the skills required to learn to read. Some of those who trained offered their services to support children from Year 2 - 6 in the Support-A-Reader program.

A successful parent Seminar was conducted in Term 1 in relation to cyber-safety, the College filtering software and parenting in the digital age.

Parents and Friends Association

The P&F Association chiefly operates to facilitate opportunities for parents and friends of the College to be involved in enriching the College Community.

While many will be aware of the fundraising activities of the P&F, monthly meetings also provide an opportunity for information on future developments and educational initiatives within the College to be shared with the parent body. Monthly meetings were held in the Taylor Centre every second Monday of the month at 2:15pm.

Fundraising opportunities this year included the Father's Day and Mother's Day Stalls and fundraising at the Suncoast Festival. P&F fundraising is directed to enhancing facilities of the College.

Parent, staff and student perceptions of the College

The College has continued to develop ongoing mechanisms for monitoring and evaluating parental satisfaction. Feedback was monitored through student diary communication, emails, letters, phone calls, new student feedback questionnaires and comments during parent teacher interviews. Departure surveys also provided helpful feedback.

A survey is always conducted with new families approximately 6 weeks after enrolment has commenced.

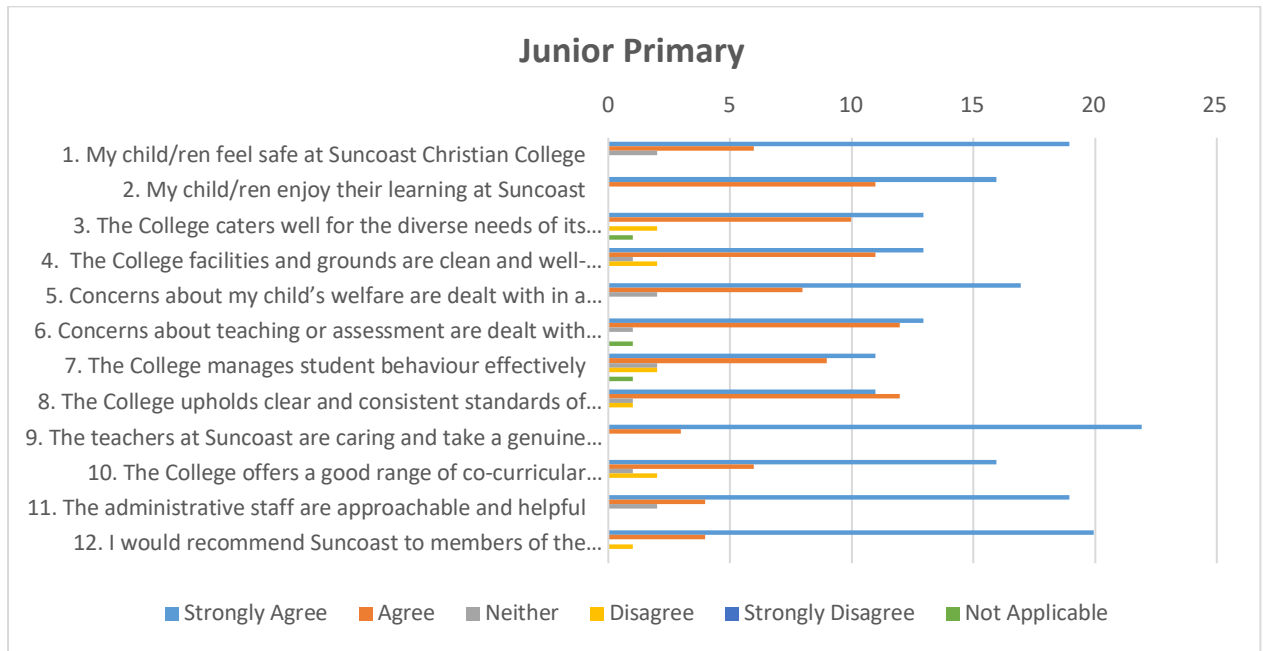
Student satisfaction surveys were conducted by all teachers from Years 4-12 during Terms 1 and 3 of 2019. The results were used to inform continuous improvement strategies in the College.

The following are the most recent results obtained from the Parent Satisfaction Survey conducted by the College in 2018. College parents will be surveyed again in 2020.

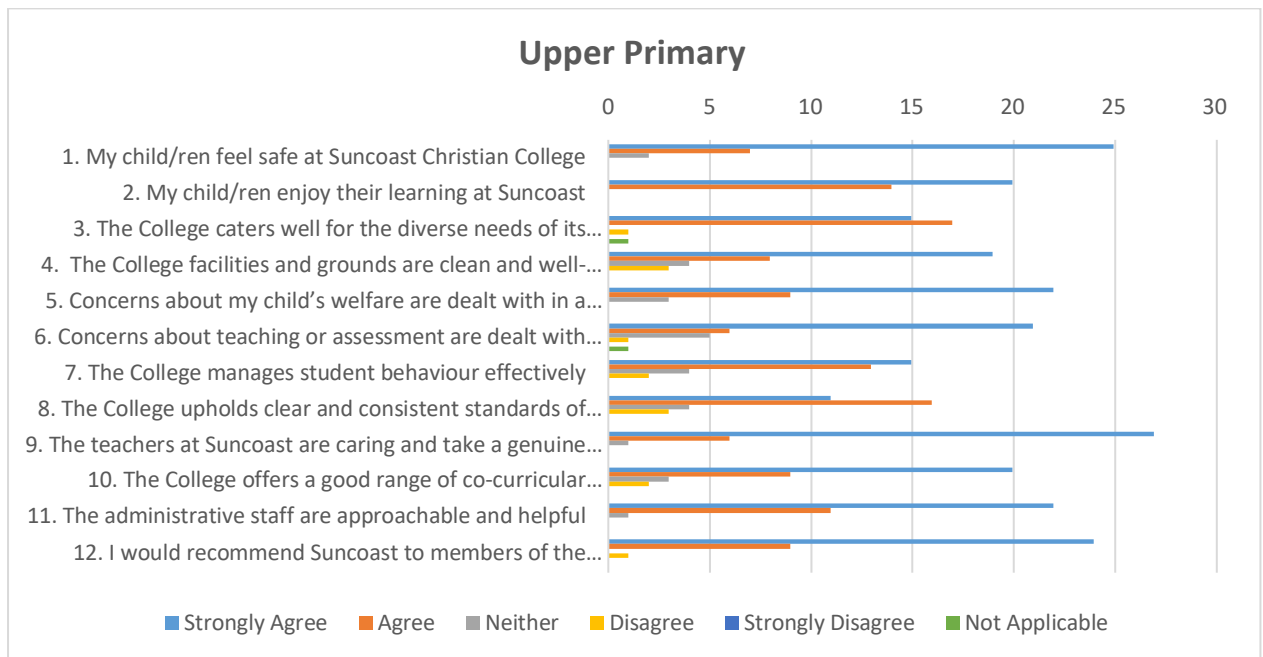
Overall, the results are a very strong affirmation of our values and programs and are invaluable in identifying areas for development.

Parent Perception Survey Results 2018

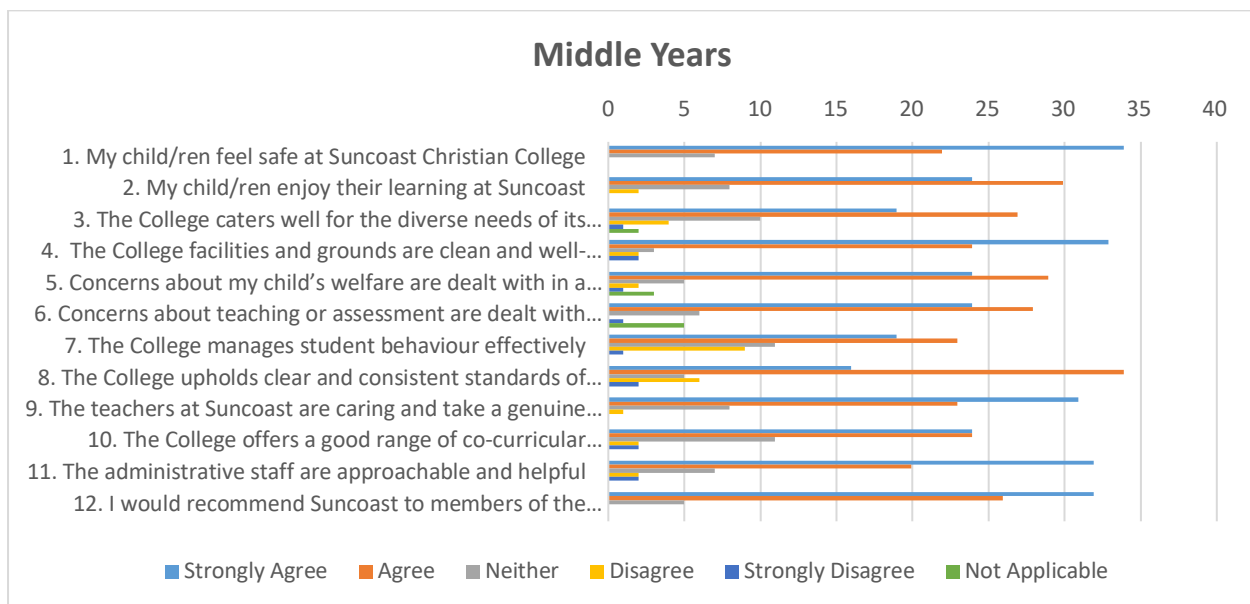
JUNIOR PRIMARY



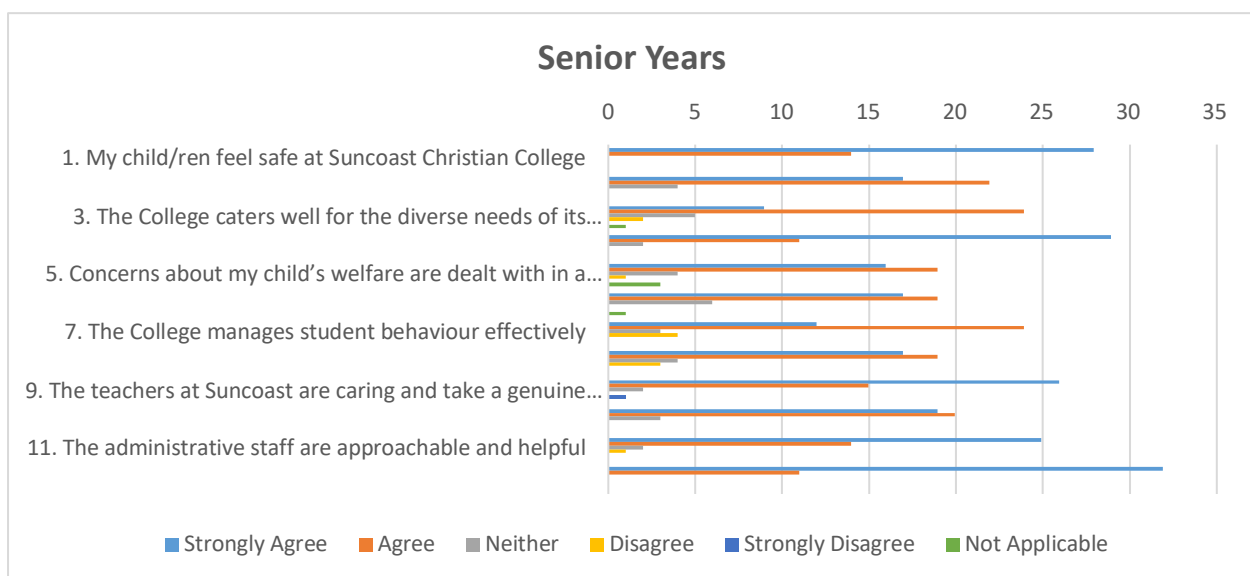
UPPER PRIMARY



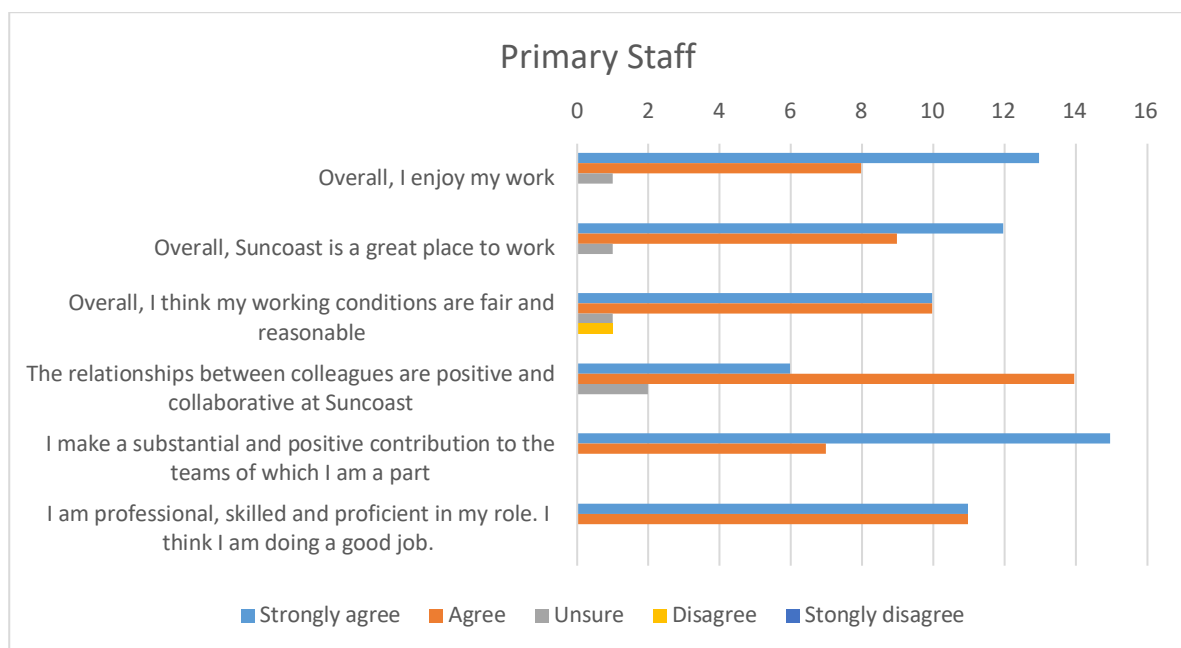
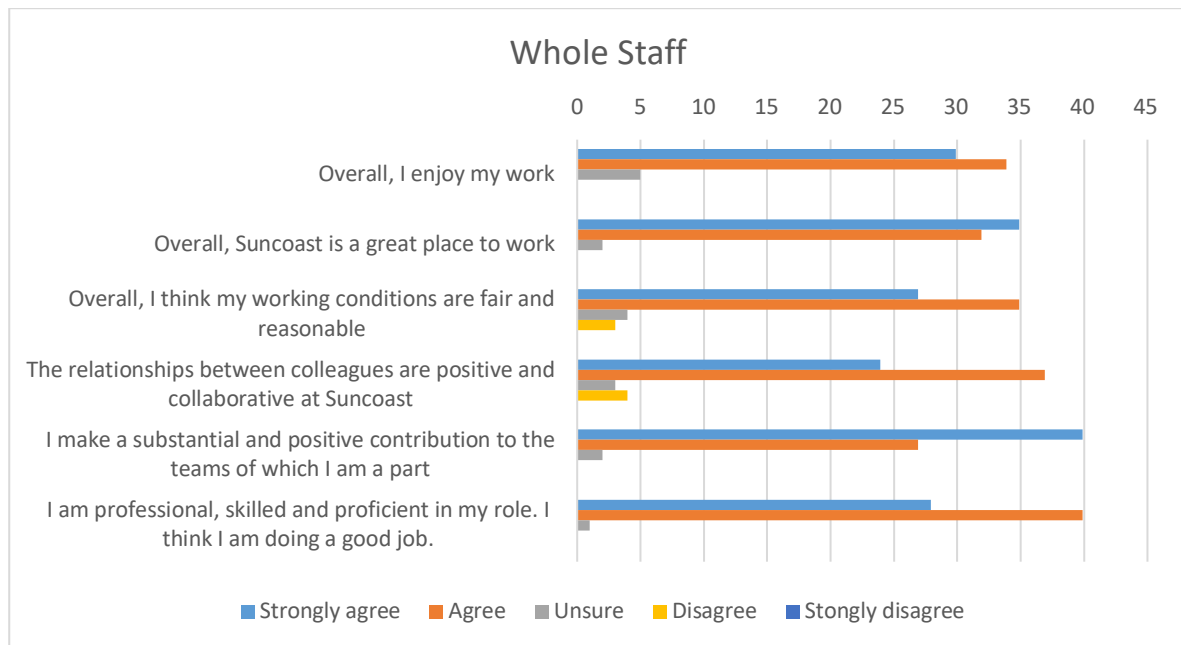
MIDDLE YEARS

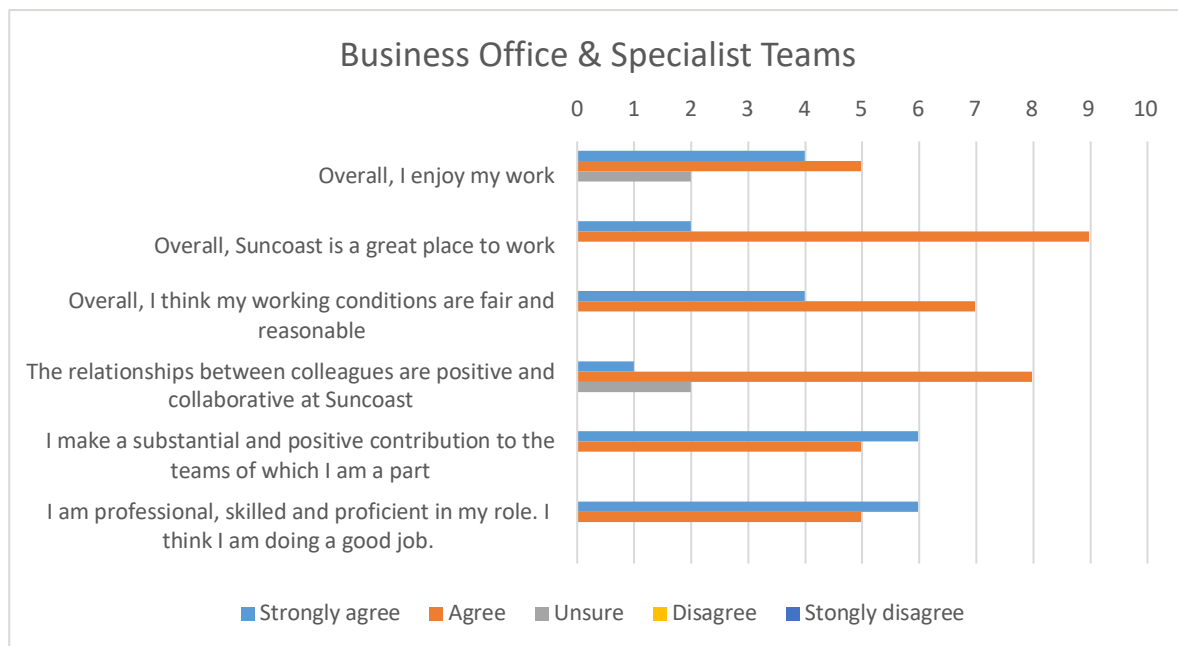
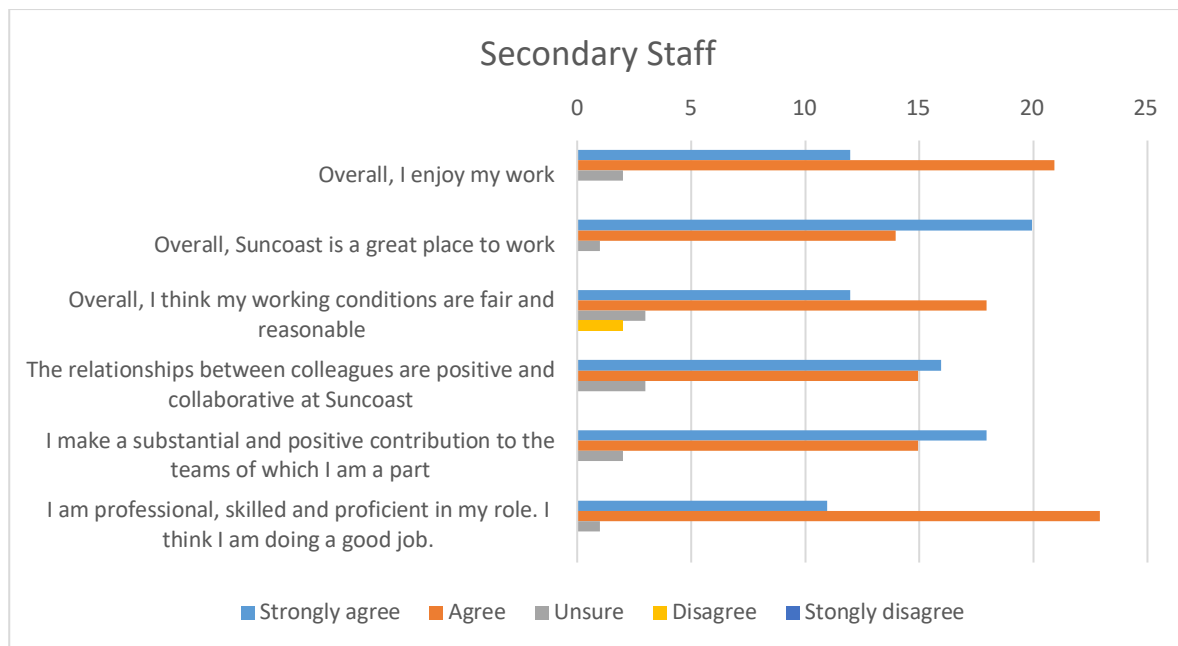


SENIOR YEARS



Staff Perception Survey Results 2018





Contact for further information

Ms Michelle Frost Principal's Assistant

STAFFING INFORMATION

Staff composition, including Indigenous staff: Description of the school's staffing composition (e.g. full-time, part-time, teaching, non-teaching) and the extent to which the school employs Indigenous staff.

| Workforce Composition | Teaching Staff | Non-teaching Staff | Indigenous Staff |
|-----------------------|----------------|--------------------|------------------|
| Headcounts | 68 | 85 | 1 |
| Full-time equivalents | 57.7 | 52.8 | .8 |

Qualifications of Leadership and teachers:

College Leadership and Teaching Staff

LEAD PASTORS

Mr Jonathan Gullo, BSocSc, DipMin, OM

Mrs Chloe Gullo, BBus(HR), BSocSc(Psych)

COLLEGE BOARD

Mr Andrew Ryan, B. E.(Civil); MBA; GAICD; CPEng; NPER(3); RPEQ; FIEAust; FIPWEA – Chair

Mr Mark Furler, BBus

Dr Chas Gullo, CertMin, BDSc(Qld), MSc(Lond)

Mr Jonathan Gullo, BSocSc, DipMin, OM

Mrs Meloney Steyl, B.Compt

Dr Alison Willis, Ph.D, M.Ed, B.Ed.

Mr Russell Madden, Assoc. Dip Business (Real Estate Valuation)

LEADERSHIP TEAM

Principal - Mr Gregory Mattiske, BA, GradDipEd

Deputy Principal – Mr Phillip Rockliff, BEd

Head of Primary – Ms Melanie Mitchell, BAppSc(PRM), GradDipEd

Deputy Head of Primary – Mrs Marion Trotter, BSocSc, GradDipEd(Prim)

Director of Student Development – Mr Garth Reid, BMin, GradDipEd, DipChristianMin, DipJ, CertIVTAE

Director of Studies – Mrs Lyndall Waters, BEd(Sec)

Director of Teaching & Learning – Ms Haley Whitfield, BMS, GradDipTeach, MEd(Research)

Business Manager – Mr Moses Faleafa, BBus | CPA | CTA

P-12 INSTRUCTIONAL DESIGNER, DIGITAL TECHNOLOGIES

Mr Adam King, MEd, GradCertProfLearning, BEd, BTeach

HEAD OF ARTS

Mrs Tanya Holthausen, DipEd

HEAD OF ENGLISH

Mrs Rosemarie Blakeston, BA, GradDipEd

ACTING HEAD OF MATHS

Mrs Kathryn Crow, BSc(AdvSc), GradDipEd

Mr Trent Raddatz, BEd, CertIII Fitness

HEAD OF SCIENCE

Dr Helen White, BVSc(Hon), GradDipBiotech, DipEd, BSc, CertYthMin

HEAD OF HUMANITIES

Mrs Emily Hynes, BA; GradDipEd

HEAD OF SPORT (P-12 SPORT COORDINATOR)

Mr Mark Lester, BEd, DipChristianMin

COLLEGE CHAPLAINS

Ps Steven Lawrance

Ps Mel Wolter, BN, CertIV Pastoral Care

LEARNING SUPPORT COORDINATORS

Mrs Judith Bowden, DipT, CertIVTAE

Mrs Joanne Barrett, BA, GradDipEd, MEd, GradDipBibSt

VOICE & INSTRUMENTAL MUSIC PROGRAM – SUNARTS

Mr Kenneth Bowden, ATCL(Piano)BSZ98, CertIVTAE

LIBRARY MANAGER

Mrs Karen Fox, DipT(Prim), GradDip, BA(Ed)

SECONDARY YEAR LEVEL COORDINATORS

Mr Dirk Lategan, BSc, HDipEd

Mr Daniel Prinsloo, DipEd, DipEd

Mr Felix Sibarani, BInfo&CommTech(Business Systems), GradDipEd

Mrs Roslyn Styles, GradCertEdSt(EC), DipT, CertIII(Allied Hlth), CertIVTAE, CertIVHosp

Mrs Natasha Tomlins, BA, GradDipEd

Mr Lourens Warricker, HEd, FDipEd, BA(Ed)

SECONDARY TEACHERS

Mrs Jacki Best, BMus, BEd

Mrs Bindi Brien, GradDipEd, Dip(Biblical Studies), BArts, CertIVTAE

Mr Timothy Close, BSSc, GradDipEd

Mrs Tania Cox, BEd, DipT

Mr Kieran Eskdale, BEd

Mr Denis Fricot, MEd, BEd, DipT

Mrs Meagan Gamble, GradDip, BFineArts

Mrs Lauren Halson, BEd, BSc

Mr Peter Herbert, BAgricSc, BTheol

Mr E Howell, BScEnv; GradDipEd

Mrs Erica Imhoff, GradDipEd

Ms Christine Jones, BEd, CertIVTAE

Mrs Jennifer Kingi, MEd, BEd, DipT, CertIVChrMin, CertIVTAE

Mrs Vicky Lester, BEd, DipBus, CertIVTAE

Miss Tiona McMenemy, GradDipL&T

Mr Bernard O'Sullivan, DipT

Mr Andrew Riek, BEd

Mrs Amanda Rockliff, BEd

Mrs Maria Tanase, BEd, MSAppPhy, MSCChem, BSCChemPhy

Mrs Natalie Ukkola, MAppLing, BEd, BTeach, CertIVTESOL

Tayla James

PRIMARY TEACHERS

Mrs Lynette Bartlett, DipT(EC)

Mr Tim Bell-Turner, DipT

Mrs Lynn Camilleri, BLearningMgt

Mr Dennis Clark, BEd, DipEd, CertDeafEd, CertIII IT

Mrs Naomi Clasohm, GradDipEd, BAEdTheatre, English(Hons)

Mrs Fiona Deighton, DipCouns(Chr), GradDipEd, BTeach

Miss Rebecca Forrest, BEd

Mrs Susan Gray, DipT

Ms Sandy Hinton, BLM(Prim), DipChrMin

Miss Deborah Johnson, BA, GradBEd, GradCert (Teaching second languages), MAppLing

Mrs Kym Lilley, BTeach, BEd

Mrs Julia Low, BEd

Mrs K Noke, BA, BEd

Mrs Elizabeth Parry, BBus, BEd

Mrs Kayla Perugini, BSocSic, GradDipEd, MCouns

Mrs Robyn Reeves, BEd, MEd, CertSpecialEd, CertGifted&TalentedEd

Mrs Debra Rogers, DipT

Mrs Jessica Searle, BLearningMgt

Mrs Liana Simpson, BEd

Mrs Sandra Thornton, BLearningMgt

Mrs Ruby Tuite, DipEd

Mrs L Van der Hulst, BEd

| <i>Qualification</i> | <i>Percentage of classroom teachers and school leaders at the school who hold this qualification</i> |
|----------------------------|--|
| Doctorate or higher | 0 |
| Masters | 14.70 |
| Bachelor Degree | 66.18 |
| Diploma | 17.65 |
| Certificate | 1.47 |

Expenditure on and teacher participation in professional development 2019

| <i>Description of PD Activity</i> | <i>Number of teachers participating in activity</i> |
|--|---|
| Annual School Mission, Vision & Goals Session | 69 |
| Annual Goal Setting | 69 |
| Curriculum, planning and Cyclical Review expectations | 69 |
| Learning Support, Adjustments for needs of learners, NCCD documentation requirements | 69 |
| Junior Primary Teachers & TA's: <i>Get Reading Right</i> , guest speaker & training workshop | 18 |
| Junior Primary Teachers & TA's: <i>Get Reading Right</i> , 2 – day school visit classroom sessions | 18 |
| Upper Primary Teachers & TA's: <i>Words Their Way</i> , guest speaker & training workshop | 15 |
| Teaching teams and departments guided collaborative planning meetings | 21 |
| Secondary: Library e-resources, Turnitin, ICT integration | 19 |
| Studies: Academic Tracking, data analysis, Y12 student outcomes | 19 |
| Studies: Senior teachers: New senior curriculum | 19 |
| Teaching & Learning: Assessment, Task Design, Task Sheets and rubrics | 69 |
| SEQTA Learn & Engage: Continuous assessment feedback (live reporting) | 69 |
| SEQTA Teach: Marks books and Assessment | 69 |
| SEQTA Learn & Engage – Cover Pages and Online Learning | 69 |
| Pedagogical Coaching, Lesson Observations and Feedback | 69 |
| Final Reflection Tool & Pedagogical Coaching Feedback | 69 |
| Pedagogical Coaching Lesson Observation and Feedback | 69 |
| Classroom Walk Through days observing pedagogy, learning space, learning goals | 69 |
| Walk Through data analysis, findings and new directions | 69 |
| Annual Child Protection Training | 69 |
| Annual Manual Handling Training | 69 |
| Annual Voice Safety Training | 69 |
| Annual Fire Safety Training | 69 |
| Annual Cybersafety Training | 69 |
| Annual First Aid & CPR Training | 69 |
| External: Calmer Classrooms: Understanding & Educating Boys | 6 |
| External: Calmer Classrooms: Behaviour Management Essentials | 3 |
| External: Powerful Partnerships: Effective Pedagogy | 2 |
| External: Powerful Partnerships: Leadership | 6 |
| External: Powerful Partnerships: Conflict to Collaboration | 2 |
| External: QCAA Workshops: Senior Curriculum, Endorsement, Confirmation, Cognitive Verbs, | 40 |
| External: ISQ Workshops: ASD, Dyslexia, NCCD, teachers and TA's | 12 |
| External: Kathy Walker workshops, Prep teachers | 3 |
| External: TribalLink KabiKabi cultural training | 18 |
| External: Certificate 3 in Fitness | 3 |

| Total Number of Teachers | Total expenditure on teacher PD (as recorded in Financial Questionnaire) - includes salary for teacher release | Average expenditure on PD per teacher |
|---------------------------------|---|--|
| 69 | \$ 192,056 | \$ 2,783 |

The total funds expended on teacher professional development in 2019 were \$192,056 including salary for teacher release, and Start Up and PD weeks. The major professional development initiatives were as follows: SEQTA, QCAA, New Senior Curriculum and Primary Literacy. The participation of teaching staff in professional development activities during 2019 was 100%.

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

| Number of Staff | Number of School Days | Total Days Staff Absences | Average Staff Attendance Rate |
|-----------------|-----------------------|---------------------------|-------------------------------|
| 68 | 189 | 681.28 | 94.7% |

For permanent and temporary teaching staff and school leaders the staff attendance rate was **94.7%**.

Proportion of teaching staff retained from the previous year:

| Number of permanent teaching staff at end of program year (Head Count) | Number of these staff retained in the following year | % Retention rate |
|--|--|------------------|
| 68 | 65 | 95.59% |

KEY STUDENT OUTCOMES

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

| Student attendance - 2019 | | | | | | | | | | | | |
|---|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| Student attendance for each year level (%) | | | | | | | | | | | | |
| P | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Y7 | Y8 | Y9 | Y10 | Y11 | Y12 |
| 90.55 | 92.25 | 91.72 | 91.71 | 90.91 | 91.51 | 91.36 | 91.31 | 89.55 | 88.26 | 88.69 | 88.61 | 85.84 |
| The average attendance rate for the whole school as a percentage in this year was 90.02% | | | | | | | | | | | | |
| Description of how non-attendance is managed by the school | | | | | | | | | | | | |
| Attendance is managed by Roll taking procedures. For students, absent without explanation, an SMS is sent to the parent notifying them of this. The procedure is outlined in the Parent Handbook. | | | | | | | | | | | | |

NAPLAN Results for Years 3, 5, 7 & 9 from 2015 to 2019

| READING | | | | |
|---------------|------------------------|--------------------------|------------------------------|---|
| Year | Average Score (School) | Average Score (National) | Difference to National Score | % at or above National minimum standard |
| Year 3 (2017) | 441 | 431 | 10 | 100 |
| Year 3 (2018) | 430 | 434 | -4 | 100 |
| Year 3 (2019) | 435 | 432.3 | 2.7 | 97 |
| | | | | |
| Year 5 (2017) | 506 | 506 | 0 | 100 |
| Year 5 (2018) | 524 | 509 | 15 | 100 |
| Year 5 (2019) | 510 | 506 | 4 | 96 |
| | | | | |
| Year 7 (2017) | 546 | 545 | 1 | 98 |
| Year 7 (2018) | 544 | 542.0 | 2 | 96 |
| Year 7 (2019) | 551 | 546.0 | 5 | 100 |
| | | | | |
| Year 9 (2017) | 590 | 581 | 9 | 94 |
| Year 9 (2018) | 586 | 584 | 2 | 96 |
| Year 9 (2019) | 579 | 580.4 | -1.4 | 97.1 |

| WRITING | | | | |
|---------------|------------------------|--------------------------|------------------------------|---|
| Year | Average Score (School) | Average Score (National) | Difference to National Score | % at or above National minimum standard |
| Year 3 (2017) | 410 | 414 | -4 | 100 |
| Year 3 (2018) | 379 | 407 | -28 | 92 |
| Year 3 (2019) | 405 | 423 | -18.1 | 97 |
| | | | | |
| Year 5 (2017) | 465 | 473 | -8 | 94 |
| Year 5 (2018) | 471 | 465 | 6 | 95 |
| Year 5 (2019) | 474 | 474 | 0 | 96 |
| | | | | |
| Year 7 (2017) | 516 | 513 | 3 | 94 |
| Year 7 (2018) | 501 | 505 | -4 | 92 |
| Year 7 (2019) | 498 | 513 | -15 | 91 |
| | | | | |
| Year 9 (2017) | 573 | 552 | 21 | 89 |
| Year 9 (2018) | 543 | 542 | 1 | 84 |
| Year 9 (2019) | 537 | 549 | -12 | 74 |

| SPELLING | | | | |
|---------------|------------------------|--------------------------|------------------------------|---|
| Year | Average Score (School) | Average Score (National) | Difference to National Score | % at or above National minimum standard |
| Year 3 (2017) | 418 | 416 | 2 | 98 |
| Year 3 (2018) | 394 | 418 | -24 | 95 |
| Year 3 (2019) | 414 | 419 | -5 | 97 |
| | | | | |
| Year 5 (2017) | 496 | 501 | -5 | 96 |
| Year 5 (2018) | 514 | 503 | 11 | 100 |
| Year 5 (2019) | 494 | 501 | -7 | 96 |
| | | | | |
| Year 7 (2017) | 544 | 550 | -6 | 100 |
| Year 7 (2018) | 538 | 545 | -7 | 96 |
| Year 7 (2019) | 537 | 546 | -9 | 94 |
| | | | | |
| Year 9 (2017) | 575 | 582 | -7 | 97 |
| Year 9 (2018) | 584 | 583 | 1 | 93 |
| Year 9 (2019) | 582 | 582 | 0 | 99 |

| GRAMMAR AND PUNCTUATION | | | | |
|-------------------------|------------------------|--------------------------|------------------------------|---|
| Year | Average Score (School) | Average Score (National) | Difference to National Score | % at or above National minimum standard |
| Year 3 (2017) | 448 | 439 | 9 | 100 |
| Year 3 (2018) | 416 | 432 | -16 | 100 |
| Year 3 (2019) | 465 | 440 | 25 | 100 |
| | | | | |
| Year 5 (2017) | 503 | 499 | 4 | 94 |
| Year 5 (2018) | 531 | 504 | 27 | 100 |
| Year 5 (2019) | 501 | 499 | 2 | 96 |
| | | | | |
| Year 7 (2017) | 527 | 542 | -15 | 92 |
| Year 7 (2018) | 546 | 544 | 2 | 99 |
| Year 7 (2019) | 557 | 542 | 15 | 99 |
| | | | | |
| Year 9 (2017) | 565 | 574 | -9 | 94 |
| Year 9 (2018) | 585 | 580 | 5 | 98 |
| Year 9 (2019) | 569 | 573 | -4 | 91 |

| NUMERACY | | | | |
|---------------|------------------------|--------------------------|------------------------------|---|
| Year | Average Score (School) | Average Score (National) | Difference to National Score | % at or above National minimum standard |
| Year 3 (2017) | 417 | 409 | 8 | 98 |
| Year 3 (2018) | 431 | 408 | 23 | 100 |
| Year 3 (2019) | 425 | 408.1 | 16.9 | 100 |
| | | | | |
| Year 5 (2017) | 499 | 494 | 5 | 98 |
| Year 5 (2018) | 491 | 494 | -3 | 100 |
| Year 5 (2019) | 492 | 495.8 | -3.8 | 98 |
| | | | | |
| Year 7 (2017) | 549 | 554 | -5 | 99 |
| Year 7 (2018) | 554 | 548 | 6 | 99 |
| Year 7 (2019) | 554 | 554.1 | -0.1 | 100 |
| | | | | |
| Year 9 (2017) | 587 | 592 | -5 | 99 |
| Year 9 (2018) | 592 | 596 | -4 | 100 |
| Year 9 (2019) | 584 | 592 | -8 | 100 |

Senior School Outcomes

| Outcomes for our Year 12 cohort 2019 | |
|--|-------|
| Number of students awarded a Senior Education Profile | 55 |
| Number of students awarded a Queensland Certificate of Individual Achievement | 1 |
| Number of students who received an Overall Position (OP) | 26 |
| Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT) | 8 |
| Number of students awarded one or more Vocational Education and Training (VET) qualifications | 23 |
| Number of students awarded a Queensland Certificate of Education at the end of Year 12 | 51 |
| Number of students awarded an International Baccalaureate Diploma (IBD) | 0 |
| Percentage of Year 12 students who received an OP1-15 or an IBD | 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 | 94.5% |
| Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer | 96% |

Apparent Student Retention Rates

Our population trend tends to fluctuate, mimicking the transient nature of the Sunshine Coast population.

Year 12 student enrolment as a percentage of the Year 10 cohort is 83%

Next Step

2020 Post-School Destinations

Suncoast Christian College



This is a summary of the post-school destinations of students from Suncoast Christian College who completed Year 12 and gained a Senior Statement in 2019. The results are from the *Year 12 Completers Survey*, which is conducted approximately six months after students completed Year 12.



For more information about the survey visit the *Next Step* website www.qld.gov.au/nextstep. Regional and statewide reports will be available from November 2020.



70.9% response rate

39 out of 55 Year 12 completers from this school responded to the 2020 survey.
Results may not be representative of all Year 12 completers at this school.

Post-school destinations



In 2020, 84.6% of Year 12 completers from Suncoast Christian College were engaged in education, training or employment in the year after they completed school.



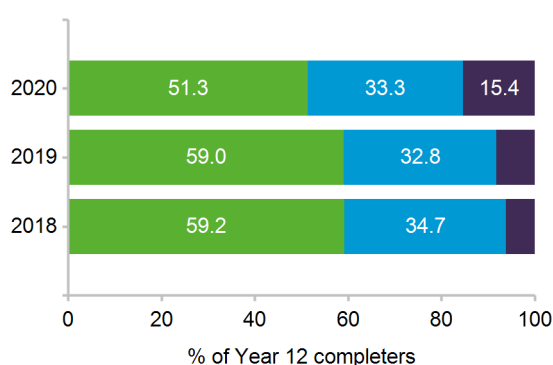
Of the 39 respondents, 51.3% continued in some recognised form of education and training. The most common study destinations were bachelor degree and VET certificate.



A further 33.3% transitioned directly into paid employment and no further study.

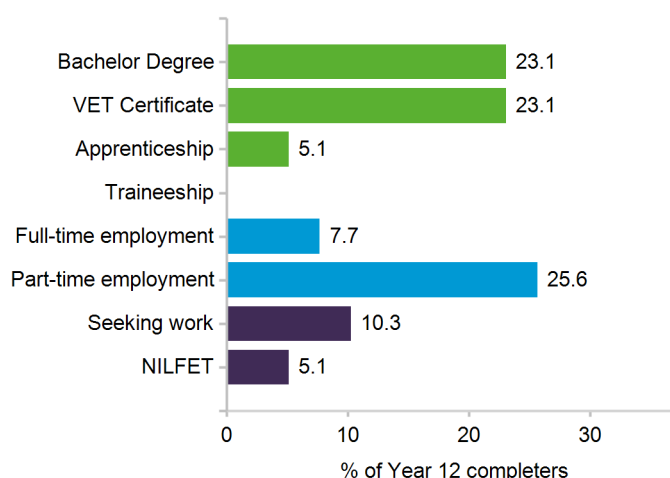
All Year 12 completers were assigned to a *main destination*. Respondents who were both studying and working are reported as being in education or training, including apprentices and trainees.

Engagement over time



■ Education or training
■ Employment
■ Not in employment, education or training

Main Destination in 2020



**Queensland
Government**



SUNCOAST
CHRISTIAN COLLEGE



www.suncoastcc.qld.edu.au

T. 07 5451 3600
F. 07 5442 2212

E. info@suncoastcc.qld.edu.au
A. Cnr Schubert & Kiel Mtn Road, Woombye Q 4559 | PO Box 5254, Sunshine Coast MW Q 4560

