Varsity College

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding
State Schools Strategy
Department of Education

Contact information

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From the Principal

School overview

Established in 2001,Varsity College's educational philosophy places an emphasis on putting students first and maximising student learning. We focus on academic excellence, leadership and encouraging the development of values that will apply to all aspects of life beyond school. We aim to provide a warm and supportive environment in which all children can grow with confidence. Students are encouraged to enjoy their learning through the delivery of a new basics curriculum for Years 1 to 9. Senior School students enjoy a focused curriculum that provides pathways to future study or work. Our distinctive features include our location within the business and technology hub of the Gold Coast, our modern, new facilities with extensive computer access, the provision of industry-standard specialist areas, large spacious classrooms, programs for gifted and talented students and diverse alliances and partnerships with universities, TAFE institutes and other schools. All members of our community are committed to helping students reach their potential and make the transition to work or further study. We encourage innovation and promote a culture where skills and knowledge are developed so students are ready for the globalised world in which we live.

School progress towards its goals in 2018

The 2018 Annual Implementation Plan detailed our school's strategic vision for the year. Our focus was to strengthen and intensify our commitment to the quality teaching and learning process through the refinement of pedagogy, and the enhancement of curriculum development and delivery, to maximise student engagement and achievement. Particular focus was placed upon the improvement of the college pedagogical framework to ensure all programs and practices were consistent across the college. The principals of Visible Wellbeing were implemented to provide a caring and supportive environment for students.

Key priorities from the School Plan were:
- Professional Learning plans for staff identifying professional learning goals aligned to college priorities
- Development of teacher capacity and capability to embed Formative Feedback for Learning
- Exploration and sharing of best practice in Higher Order Thinking Skill strategies
- Focussed use of Learning Intentions & Success Criteria
- Quality assurance of curriculum and assessment programs from P – 10 through Academci Board
- Development and implementation of a P – 6 STEM Framwork
- Implementation of the Visible Wellbeing (VWB) Framework

Varsity College made significant gains in each of these areas. All staff have successfully engaged in the APDP Process in order to map capability and identify Professional Learning (PL) opportunities. A suite of PL opportunities allows staff to continue to develop their repertoire of practice. Staff are well positioned to implement a Collegial Engagement Framework in 2019. Formative Feedback for Learning is continuing to be embedded across the college. The college is yet to collect evidence on the efficacy of teachers in this space.

Teachers at Varsity College are able to demonstrate a range of HOT strategies that are used within classrooms and are evidenced in teacher planning. Departmental plans are still not common practice across the college and will be looked at more closely in 2019 through the *Thinking Skills* agenda. All staff were in attendance at the VWB two day workshop at the beginning of 2018. This agenda has provided a clear program for embedding a framework around wellbeing into the college.

Future outlook

In 2019 the College priorities are characterised by 4 statements:

- **Teaching** – *We are all building our capacity.*
- **Learning** – *We are learning in a complex world..*
- **Wellbeing** – *We are building a positive school culture.*
- **Innovation** – *We are building meaningful & sustainable partnerships and programs.*

In driving these four priorities, we have adopted very specific strategies for improvement as outlined below:

- **Feedback – Seek Feedback, Give Feedback**
    - o implementation of a formalised Collegial Engagement Framework to provide opportunities for peer collaboration, professional learning, coaching and mentoring in order to deepen our knowledge of teaching and learning.
    - o Develop teacher skills of embedding fromative feedback for learning as a part of their everyday practice
- **Know your students, know your data, know your strategies**
    - o Each teacher can access, review and respond to data to improve the learning outcomes of students
- **Explicit instruction of Literacy and Numeracy**
    - o Students will be provided with access to quality literacy and numeracy experiences across all curriculum areas
- **Implementation of Thinking and Study Skills**
    - o Explicit focus on teaching of thinking skills, which aims to develop critical thinking, communication and social skills equipping students for higher edcuation, work and life.
- **New QCE System**
    - o Develop a coherent and sequences P – 6 & 7 – 12 curriculum and assessment plan responsive to the cognitive, social and physcial development needs of students as they move through the phases of learning into a New QCE System.
    - o Ensuring students in our current QCE system are well supported as dual systems roll out.
- **Creating a Positive School Culture**
    - o Develop a school wide culture of wellbeing, engagement and personal achievement that values diversity, and responds to the needs of staff and students.
- **Seamless Transitions**
    - o Ensuring every student has a positive experience moving between each phase of their learning.
- **Innovative Partnerships and Programs**
    - o Authentic, real world partnerships and programs connect students with a sustainable global environment.

Our school at a glance

School profile

Coeducational or single sex   Coeducational

Independent public school   Yes

Year levels offered in 2018   Prep Year - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	3106	3223	3269
Girls	1513	1568	1575
Boys	1593	1655	1694
Indigenous	55	54	57
Enrolment continuity (Feb. – Nov.)	95%	95%	95%

Notes:

1. Student counts are based on the Census (August) enrolment collection.

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Varsity College is the largest school in Queensland with over 3300 students from Prep to Year 12 with an increasing enrolment of students from foreign families who are relocating to the Gold Coast. As a result, the student population has become increasingly more multi-cultural. The school also operates an International School Program. Varsity Lakes is a moderately high socio economic area, but the school has an increasing ICSEA rating of 1052 where 1000 is average for schools across Australia. Parental expectations for students at Varsity College are extremely high and as a result students are well motivated and work to a high standard in classes. Students adhere to a strict uniform policy and the behaviour standards are also very high.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	23	24	23
Year 4 – Year 6	25	26	26
Year 7 – Year 10	26	25	25
Year 11 – Year 12	20	21	19

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

At Varsity College we believe it is import to partner with parents and we take great care in developing a student for their future. We are committed to providing a school where each child can experience success on a daily basis. We believe for this to occur the school needs to build '4' pillars of success, being academic excellence, performing arts, sporting excellence and community involvement. As such we have developed the assessment to ensure every student has the same opportunities, and allows for all students to find an area of excellence, therefore experiencing success every day. An Academic Board has been established to ensure alignment Prep to Year 12, and to quality assure curriculum design and assessment.

Our distinctive curriculum offerings include:
- ASPIRE Academic – Maths Science Academy, English/Social Science Academy, Chinese Immersion
- ASPIRE Cultural - Music Excellence, Drama, Dance
- ASPIRE Sporting - Athlete Development Program – Rowing , Basketball, Football, AFL
- STEM P – 6 & 7 – 12
- LOTE Prep to Year 6
- Specialised Prep – Year 6 Arts Program – Visual Arts, Theatrical Arts, Music, Digital Technologies, Jitterbugs Music (Prep & Year 1)

Co-curricular activities

Extra curricula activities include, but are not limited to:
- Clubs and Communities
- Performing Arts programs (Musicals, Plays, Eisteddfods)
- Music programs (Strings, Woodwind, Brass, Percussion)
- Sporting programs
- Chess
- Community Service programs
- Tournament of the Minds, ICAS, Maths Olympiad (Primary Campus)
- After school hours programs (Primary Campus)

How information and communication technologies are used to assist learning

ICT remains one of the key emphases of Varsity College. As we move towards the next development into 2019 and beyond the college is focussing heavily on supporting teacher to develop their digital pedagogy skills.

Students in Prep through to Year 2 have access to a laptop or tablet for specific learning experiences. Year 3 students learning is enhanced by following a One2One model providing each student access to their own device at school. These students are one of the first cohorts in Queensland to use Windows 10 devices that are built to accept touch input and allow students to use educational apps to enhance their learning.

100% of students in years Four, Five and Six participate in the College's, 'at school' One2One program.

The Varsity One2One program, in years 7 - 12 is strongly supported by our parent community with an average of over 96% parents electing to participate in the College fee based One2One take home program. This sits within the Varsity College Student Resource Scheme.
Varsity College's extensive use of OneNote has evolved to a content management system of OneNote Master books that promote collaboration between teachers to provide students with the best possible content and enhance equity among students in access to resources.

The use of ICT technologies in curriculum delivery continues to progress, and the College Administration remain committed to ensuring that the staff at Varsity College have access to the best possible professional development in this area.

Social climate

Overview

At Varsity College "Our strength is our character" and the school values of compassion, courage, wisdom, integrity and citizenship allow our students to flourish. In 2018, the College continued its implementation of the Positive Education program focusing on the development of student and staff wellbeing. This program draws upon the growing field of positive psychology, a scientific field that studies the flourishing and optimal functioning of individuals, groups and institutions.

Student achievement, attendance and behaviour is monitored by our School Performance Teams which draws upon the expertise of specialist staff including Guidance Officers, AITSI coordinators, Youth Workers, School Health Nurses, Deans of Students, Industry Liaison Officers, Special Education staff and Learning Support personnel to provide case management, individual learning plans and specialised programs as required by students.

Online safety and education is delivered to students via our Cyber safety programs to promote healthy relationships online and minimise the risk of harm to students using a process called T.H.I.N.K (is it True, Helpful, Illegal, Necessary or Kind?). Instances of bullying or persistent harassment can be reported to our full time Deans of Students who will provide support, education and intervention as needed.

Our College invites the parent community into the school to participate in the reward and recognition program through our pillar assemblies. Our badge culture proudly displays the accomplishments of our students across our four pillars: Academic, Cultural, Sporting and Community.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	95%	95%
• this is a good school (S2035)	92%	93%	95%
• their child likes being at this school* (S2001)	93%	92%	93%
• their child feels safe at this school* (S2002)	95%	96%	95%
• their child's learning needs are being met at this school* (S2003)	93%	93%	93%
• their child is making good progress at this school* (S2004)	93%	94%	94%

Percentage of parents/caregivers who agree[#] that:	2016	2017	2018
• teachers at this school expect their child to do his or her best* (S2005)	97%	97%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	91%	92%
• teachers at this school motivate their child to learn* (S2007)	92%	91%	92%
• teachers at this school treat students fairly* (S2008)	91%	87%	89%
• they can talk to their child's teachers about their concerns* (S2009)	94%	93%	94%
• this school works with them to support their child's learning* (S2010)	89%	90%	95%
• this school takes parents' opinions seriously* (S2011)	86%	87%	90%
• student behaviour is well managed at this school* (S2012)	91%	85%	86%
• this school looks for ways to improve* (S2013)	92%	95%	93%
• this school is well maintained* (S2014)	97%	96%	97%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree[#] that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	97%	97%
• they like being at their school* (S2036)	95%	95%	93%
• they feel safe at their school* (S2037)	96%	96%	95%
• their teachers motivate them to learn* (S2038)	95%	93%	89%
• their teachers expect them to do their best* (S2039)	98%	99%	97%
• their teachers provide them with useful feedback about their school work* (S2040)	94%	91%	89%
• teachers treat students fairly at their school* (S2041)	87%	85%	85%
• they can talk to their teachers about their concerns* (S2042)	82%	81%	76%
• their school takes students' opinions seriously* (S2043)	79%	83%	85%
• student behaviour is well managed at their school* (S2044)	90%	85%	80%
• their school looks for ways to improve* (S2045)	94%	94%	96%
• their school is well maintained* (S2046)	97%	93%	94%
• their school gives them opportunities to do interesting things* (S2047)	95%	91%	96%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree[#] that:	2016	2017	2018
• they enjoy working at their school (S2069)	98%	97%	96%
• they feel that their school is a safe place in which to work (S2070)	99%	99%	98%
• they receive useful feedback about their work at their school (S2071)	91%	88%	90%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	78%	82%	79%
• students are encouraged to do their best at their school (S2072)	100%	97%	99%
• students are treated fairly at their school (S2073)	99%	98%	95%
• student behaviour is well managed at their school (S2074)	97%	95%	95%
• staff are well supported at their school (S2075)	89%	88%	89%
• their school takes staff opinions seriously (S2076)	84%	87%	87%
• their school looks for ways to improve (S2077)	95%	97%	97%
• their school is well maintained (S2078)	99%	98%	99%
• their school gives them opportunities to do interesting things (S2079)	91%	88%	88%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are involved in many areas of the school, particularly in the Primary School where classrooms are well supported by our parent volunteers. The Prep- Year 6 Home Reading Program has also increased class volunteers whereby volunteers return and select readers for students on a daily basis. There are over 100 volunteers who assist with this program, and it is of great benefit to our students.

The College offers weekly Parent Education Sessions that assist parents and local community members in ways of supporting students' wellbeing and learning. Parents are also supported via the Parent Hub and this will continue to be a focus for 2019.

Varsity After Hours is a program that invites outside child extra curricula agencies to use our facilities to run their programs with our students, at a reduced cost to the family. Many parents stay while these programs are run to support their child and to also connect with other parents.

Parents are also involved in excursions, volunteering in the canteen & uniform shop and being part of the music, sporting and performing arts programs as assistants, coaches, and mentors.

Parental involvement is also enabled through the School Council and P&C. Parents are involved in strategic planning, fund raising, and supporting College programs through a range of activities. Our parents and community play a vital part in providing input and direction for major decisions related to the ongoing development of the College.

Parents are involved on a needs basis in the decisions made regarding the adjustments made to assist students with diverse learning requirements. Engaging our parents allows students to access, and participate school life.

Respectful relationships education programs

The Positive Education Program delivers a variety of age appropriate programs that are focussed on respectful and healthy relationships. These programs are facilitated by a broad range of staff across the college. Programs include:

- Love Bites
- Girls with a Purpose
- AIME
- Cyber Safety

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	223	249	290
Long suspensions – 11 to 20 days	2	15	8
Exclusions	10	6	10
Cancellations of enrolment	9	9	4

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Varsity College consistently works towards minimizing its environmental footprint and instilling the importance of environmental advocacy and responsibility in our students and staff. Figures outlined below are reflective of student and built growth experienced on both the Primary and Secondary Campuses. The student community is increasingly aware of the impact of a school of our size on the environment and in 2019 will look to establish a strong program built around Sustainability. This will be facilitated through the Community Pillar.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	980,784	1,359,375	1,036,317
Water (kL)	823	9,342	40,075

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.
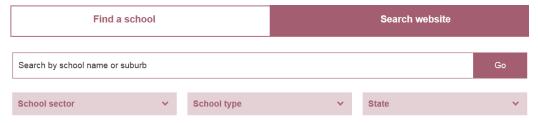
School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	240	104	13
Full-time equivalents	222	79	12

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	1
Masters	24
Graduate Diploma etc.*	93
Bachelor degree	237
Diploma	45
Certificate	55

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $143, 605.

The major professional development initiatives are as follows:

- QCAA & SATE initiative
- Literacy and Numeracy
- Teacher mentoring and capability coaching
- Learning Intention and Success Criteria
- Positive education and school values
- Behaviour management
- Data analysis and response
- Professional learning
- Age Appropriate Pedagogy

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	92%	92%	92%
Attendance rate for Indigenous** students at this school	88%	88%	88%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	93%	95%	94%
Year 1	93%	93%	94%
Year 2	94%	93%	94%
Year 3	93%	94%	94%
Year 4	94%	94%	93%
Year 5	94%	94%	94%
Year 6	95%	93%	93%

Year level	2016	2017	2018
Year 7	93%	93%	93%
Year 8	92%	91%	90%
Year 9	90%	90%	90%
Year 10	89%	89%	88%
Year 11	91%	92%	91%
Year 12	91%	92%	92%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	13	13	26	48
2017	13	14	26	48
2018	14	12	26	47

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Students enrolled at Varsity College who are, for any reason, absent, should provide notification of absence via email, text message or letter to the school's attendance officer or student services office. Any absence which is unexplained will result in a text message being issued to the parent or carer on the morning of the unexplained absence. Routinely any unexplained absence, after the issuing of a text message from the school, is followed up by a phone call or email from the attendance officer or Dean of School.

On the P-6 campus, the attendance officer will track and note any habitual, extended or consistent absences and contact parent or carer to ascertain the cause of such an absence.

On the 7-12 campus, habitual, extended or consistent absence is tracked by the Deans of School on a fortnightly basis and correspondence is issued seeking clarification of absence. Further, student absence data is tabled and reviewed at the senior and junior performance team meetings for action. In all cases the Departmental notification processes are adhered to in terms of communicating to parents and carers the importance of attendance and the notion that every day counts.

Students enrolled at the 7-12 campus who are absent on the day of assessment items will be required to produce a medical certificate for illness or a parent/carer may telephone the relevant Administration Office to explain exceptional circumstances. Students in years 10-12 will be assessed in accordance with the QCAA Late and Non Submission policy.

Parents and carers intending to take students for holidays during the school year must notify the College, stating the dates the student will be absent from school and the reason why the absence is necessary. In all cases it is

imperative that student shave work organized prior to their absence to avoid those missing essential components of their course.
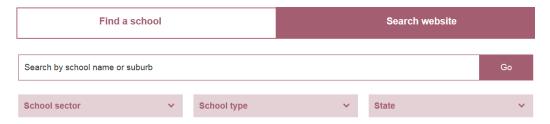
For safety and security reasons, students must be signed out of the office if they have to leave at any time during the school day. Conversely, students arriving late top school must also be signed in to school at the office with an explanation as to why they are late.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website
Search by school name or suburb	Go
School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

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

2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual Year 12 outcomes report.

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	207	239	247
Number of students awarded a QCIA	0	1	1

Description	2016	2017	2018
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	202	236	245
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	113	108	104
Percentage of Indigenous students who received an OP	25%	20%	60%
Number of students awarded one or more VET qualifications (including SAT)	113	154	167
Number of students awarded a VET Certificate II or above	109	150	163
Number of students who were completing/continuing a SAT	24	41	23
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	89%	100%	96%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	99%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	99%	99%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	31	36	24
6-10	39	49	52
11-15	31	23	24
16-20	12	0	4
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	36	2	2
Certificate II	77	104	110
Certificate III or above	74	103	109

Note:

The values in table 15:

- are as at 11 February 2019

- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Diploma of Business
Certificate IV Photography
Certificate IV in Justice Studies
Certificate III Aged Care
Certificate III Automotive Mechanic
Certificate III Bakery
Certificate III Business Administration
Certificate III Cabinet Making
Certificate III Commercial Cookery

Certificate III Retail
Certificate III Sport & Recreation
Certificate III Telecommunications
Certificate III Tourism
Certificate II Engineering Pathways
Certificate II Health Support Services
Certificate II Hospitality
Certificate II Plumbing
Certificate II Retail
Certificate II Sampling & Measurement

Certificate III in Early Childhood, Education and Care	Certificate II Sport & Recreation
Certificate III Health Services Assistance	Certificate II Self Awareness & Development
Certificate III Hospitality	Certificate II Telecommunications
Certificate III Individual Support (Disability)	Certificate II Tourism
Certificate III Information, Media and Technology	Certificate II Warehousing
Certificate III Marine Craft Construction	Certificate II in Work Skills
Certificate III Meat Processing (Butchery)	Certificate I Construction

Certificate III Media
Certificate III Photography

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	78%	85%	84%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	125%	125%	83%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts annual surveys that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

Most students at Varsity College stay to the completion of year 12 with the intention of continuing with further education. Some students find alternate pathways in employment, particularly in trade based fields. Other students leave to continue with further options in the workforce.

A small number of students in Years 11 and 12 had their enrolment cancelled due to continued non-participation in their program of study. Our Guidance Officers supported these students into alternative training pathways, several through the newly established Pathways College.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at
http://www.varsitycollege.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx