Varsity College

ANNUAL REPORT
2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training

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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.

Principal's Forward

Introduction

Welcome to Varsity College, a Prep to Year 12 College which prides itself on a strong history of academic, sporting, cultural and community excellence. Through innovation and collaboration the College aims to provide each student with a pathway for personal success and achievement that continues in their life beyond school.

We are passionate about your children, our students. We aim to provide a warm and supportive environment in which all children can grow with confidence. Pastoral care is interwoven into the very fabric of our College and parents are encouraged and supported to become equal partners in their child's learning. This creates a community where students have a strong sense of belonging and connectedness, feel safe, valued and are happy.

Our staff are passionate professionals who are committed to helping students achieve to their potential, no matter what it takes. We encourage innovation and promote a culture where skills and knowledge are developed so that our students are ready for the globalised world in which we live. Our high academic achievement is a direct result of our dedicated teachers who take great pride in creating rich and engaging educational programs that provide appropriate intellectual challenges and encourage all students to continually flourish.

Varsity College also offers many Excellence programs which provide all students with the opportunity to perform to the best of their ability and develop their individual talents in the academic, cultural, social and sporting arenas. Our world-class facilities, including our state-of-the-art technologies, further enhance our extensive academic and co-curricular programs and activities.

The school prides itself on having high expectations in terms of achievement, behaviour and appearance. These standards are set high at Varsity College and it is important to us that new families enrolling in the College are aware of what is required by being a Varsity student.

School Progress towards its goals in 2016

The 2016 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.

Key priorities from the School Plan were:

- Development of thinking skills throughout the entire P-12 curriculum
- Implementation of P-9 thinking curriculum model aligned to the National Curriculum
- Implementation of the 21st Century Learning Design framework

System priorities

- Implement the Australian Curriculum
- Develop whole-school curriculum and assessment plan

Core learning priorities

- Reading
- Writing including spelling, grammar & punctuation
- Numeracy
- Science

Varsity College made significant gains in each of these areas to now have a sequential learning program from Prep - year 12, the Australian Curriculum implemented effectively and strong improvements in Reading, Literacy, Numeracy, Writing and Science.

Future Outlook

The 2016 Annual Implementation Plan highlights our strategic direction for the next 12 months. Our core objectives include:

1. Realignment of a seamless transition from Prep – year 6
2. Continue to develop Junior Secondary
3. Improvement and realignment of Senior Secondary
4. Support Teaching and Learning (Quality Pedagogy, Curriculum, Instructional Leadership) across the college.

Strategies being implemented include:

- Implementation of an new Junior Secondary Model with a focus on Relevance, Rigor and Relationships
- Introduce a new Excellence program (Aspire) in the four pillars of Academic, Culture, Sport and Community for deeper and richer learning experiences
- Academic Excellence Learning Experiences are reported on independently, and evidence of student work are compiled
- Students can self-identify the level of feedback they require to further their leaning.
- Identify appropriate LOA targets and NAPLAN and Diagnostic testing goals.
- Students will have transferable, repeatable and sustainable learning goals.
- Creation of updated School Reading strategy and use of reading metalanguage in student work.
- Participate in internal and external Professional Development for Short Response questioning & reading
- Quality Assurance and student work samples have evidence of Short Response style learning.
- All teachers will participate in a cycle of Instructional Leadership
- Demonstration of subject knowledge attained through student ability to peer teach.
- Electronically annotate all Year 11 and 12 Assessment Criteria Sheets to contextually engage with CCEs and increase student awareness of LOA standards.
- Students can identify the three most important elements of the criteria matrix to ensure their success is evidenced in DRAFT feedback.

Core Objectives:

- Implement the relevant curriculum and assign a coordinator for each faculty.
- Implement consistent whole college pedagogical practice inclusive of high quality teaching and monitoring of student achievement
- Using data to inform teaching practice to improve student outcomes
- All staff engage in the AITSL DPF framework
- An individual focus on improving teaching and learning that is aligned with the DPF and AIP Initiatives
- Develop productive partnerships with students, staff, parents, and the wider community
- Improve school performance in reading, numeracy, writing, science, retention, attainment and transition of students at key junctures and closing the gap
- Develop a collaborative AIP which focus on Reading, Numeracy, Science, Health
- Implement the whole school Learning and Wellbeing Framework.

School Profile

Coeducational or single sex: Coeducational

Independent Public School: Yes

Year levels offered in 2016:   Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	3069	1477	1592	54	94%
2015*	3105	1500	1605	62	94%
2016	3106	1513	1593	55	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

Characteristics of the Student Body

Overview

Varsity College is the largest school in Queensland with over 3200 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

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	23
Year 4 – Year 7	25	27	25
Year 8 – Year 10	25	25	26
Year 11 – Year 12	20	20	20

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

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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 your 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 and therefore experience 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
- LOTE Prep to Year 6
- Specialised Prep – Year 6 Arts Program – Visual Arts, Theatrical Arts, Music, Digital Technologies, Jitterbugs Music (Prep & Year 1)

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 improve learning

ICT remains one of the key emphases of Varsity College as we move towards the next development in educational pedagogy.

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 8.1 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.

A new robust style device designed for the rigors of the school environment has been introduced into Year 7 & 10 in 2016. The Varsity One2One program continues to enjoy strong parents support with an average of over 96% parents electing to participate in the College fee based One2One take home program as part of the Varsity College Student Resource Scheme.

In 2014 Varsity College was selected as a pilot to deploy Windows 8 to two year levels. This trial was successful and was expanded to encompass all devices by the start of 2015. Varsity College is currently testing a Windows 10 based MOE environment and will begin rolling this out by the end of 2016. The use of Microsoft's latest Operating Systems open up a world of resources that enhance how teachers go about providing interesting and engaging lessons for students.

Varsity College's extensive use of OneNote has evolved to a content management system of OneNote Masterbooks 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 2016, the College embarked upon a new 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 Cybersafety 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	93%	91%	97%
this is a good school (S2035)	96%	88%	92%
their child likes being at this school* (S2001)	96%	87%	93%
their child feels safe at this school* (S2002)	98%	94%	95%
their child's learning needs are being met at this school* (S2003)	89%	86%	93%
their child is making good progress at this school* (S2004)	90%	87%	93%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	88%	91%
teachers at this school motivate their child to learn* (S2007)	89%	85%	92%
teachers at this school treat students fairly* (S2008)	88%	83%	91%
they can talk to their child's teachers about their concerns* (S2009)	95%	96%	94%
this school works with them to support their child's learning* (S2010)	90%	89%	89%
this school takes parents' opinions seriously* (S2011)	85%	78%	86%
student behaviour is well managed at this school* (S2012)	85%	85%	91%
this school looks for ways to improve* (S2013)	95%	91%	92%
this school is well maintained* (S2014)	94%	95%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	92%	98%
they like being at their school* (S2036)	94%	88%	95%
they feel safe at their school* (S2037)	94%	90%	96%
their teachers motivate them to learn* (S2038)	88%	89%	95%
their teachers expect them to do their best* (S2039)	98%	95%	98%
their teachers provide them with useful feedback about their school work* (S2040)	91%	87%	94%
teachers treat students fairly at their school* (S2041)	87%	78%	87%
they can talk to their teachers about their concerns* (S2042)	80%	73%	82%
their school takes students' opinions seriously* (S2043)	79%	73%	79%

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Performance measure			
Percentage of students who agree# that:	2014	2015	2016
student behaviour is well managed at their school* (S2044)	80%	78%	90%
their school looks for ways to improve* (S2045)	93%	87%	94%
their school is well maintained* (S2046)	92%	90%	97%
their school gives them opportunities to do interesting things* (S2047)	91%	82%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	99%	98%
they feel that their school is a safe place in which to work (S2070)	97%	99%	99%
they receive useful feedback about their work at their school (S2071)	84%	83%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	88%	78%
students are encouraged to do their best at their school (S2072)	98%	100%	100%
students are treated fairly at their school (S2073)	94%	96%	99%
student behaviour is well managed at their school (S2074)	91%	92%	97%
staff are well supported at their school (S2075)	84%	85%	89%
their school takes staff opinions seriously (S2076)	85%	76%	84%
their school looks for ways to improve (S2077)	96%	99%	95%
their school is well maintained (S2078)	95%	99%	99%
their school gives them opportunities to do interesting things (S2079)	92%	93%	91%

* 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 regularly filled with 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.

The College offers weekly Parent Education Sessions that train parents and local community members in ways of supporting students' wellbeing and learning.

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 through the School Council and P&C. Parents are involved in strategic planning, fund raising, supporting College programs through a range of activities, and provide input and direction for major decisions related to the ongoing development of the College.

Parents are involved on a regular basis in the decisions made regarding the adjustments made to assist students with diverse needs to access and participate completely at school.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.

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School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2014***	**2015****	**2016**
Short Suspensions – 1 to 5 days	132	249	223
Long Suspensions – 6 to 20 days	9	5	2
Exclusions	6	3	10
Cancellations of Enrolment	8	17	9

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2013-2014	893,137	11,750
2014-2015	980,698	7,463
2015-2016	980,784	823

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

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

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

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	227	92	5
Full-time Equivalents	210	69	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	28
Graduate Diploma etc.**	72
Bachelor degree	111
Diploma	14
Certificate	1

*Teaching staff includes School Leaders
**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 2016 were $100,409.

The major professional development initiatives are as follows:

- 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 2016 was 100%.

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Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2014**	**2015**	**2016**
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	**2014**	**2015**	**2016**
The overall attendance rate* for the students at this school (shown as a percentage).	93%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	87%	88%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

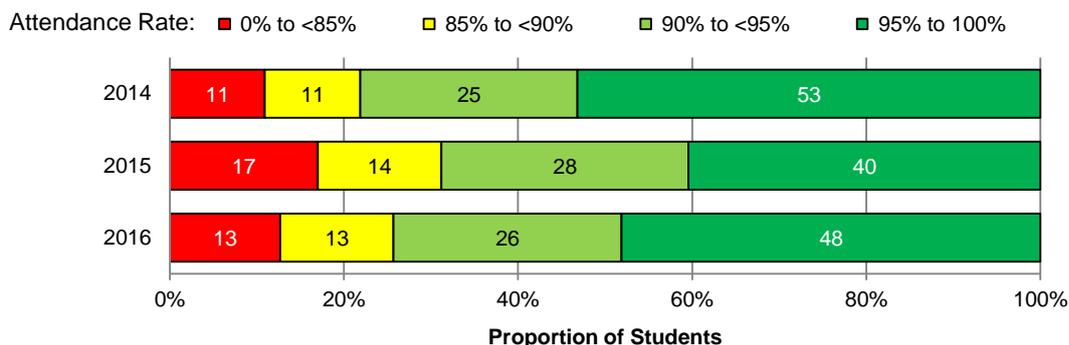The overall student attendance rate in 2016 for all Queensland P-10/P-12 schools was 90%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**Prep**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Year 7**	**Year 8**	**Year 9**	**Year 10**	**Year 11**	**Year 12**
2014	95%	94%	95%	96%	95%	95%	95%	94%	93%	92%	90%	90%	91%
2015	92%	93%	93%	92%	94%	94%	93%	93%	90%	91%	88%	88%	89%
2016	93%	93%	94%	93%	94%	94%	95%	93%	92%	90%	89%	91%	91%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

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Student Attendance Distribution

The proportions of students by attendance range:

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%
2014	11	11	25	53
2015	17	14	28	40
2016	13	13	26	48

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET 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 are available via the My School website at http://www.myschool.edu.au/.

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

Find a school

School name [ ] **GO**

Suburb, town or postcode [ ]

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	231	241	207
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	102	107	113
Percentage of Indigenous students receiving an Overall Position (OP)	33%	50%	25%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	47	34	24
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	218	225	113
Number of students awarded an Australian Qualification Framework Certificate II or above.	157	161	109
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	210	233	202
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	99%	97%	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.	99%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	98%	100%

As at 3rd February 2017. The above values exclude VISA students.

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OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	27	49	25	1	0
2015	34	39	31	3	0
2016	31	39	31	12	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2014	186	99	123
2015	178	86	137
2016	36	77	74

As at 3rd February 2017. The above values exclude VISA students.

VET qualifications completed by Varsity College Students in 2016 include:

- Certificate I in Construction
- Certificate II in Automotive
- Certificate II Engineering Pathways
- Certificate II in Electrotechnology
- Certificate II in Health Support Services
- Certificate II in Hospitality
- Certificate II in Retail
- Certificate II in Self Awareness
- Certificate II in Telecommunications
- Certificate II in Tourism
- Certificate II in Work Skills
- Certificate III in Business
- Certificate III in Business Administration
- Certificate III in Beauty Services
- Certificate III in Dental Assisting
- Certificate III Early Childhood, Education and Care
- Certificate III in Health Services Assistance
- Certificate III in Hospitality
- Certificate III in Individual Support (Disability)
- Certificate III in Media
- Certificate III in Sport and Recreation
- Certificate III in Surveying and Spatial Information Services
- Certificate III in Tourism
- Certificate IV in Justice Studies
- Certificate IV in Specialist Make-Up
- Certificate IV Screen and Media
- Diploma of Business

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	**2014**	**2015**	**2016**
Year 12 student enrolment as a percentage of the Year 10 student cohort.	85%	84%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	57%	67%	125%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

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APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:
http://www.varsitycollege.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

At the time of publishing this School Annual Report, the results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2015 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early leavers information

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.

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