



Chancellor State College

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education



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School Overview

Chancellor State School was established in 1997 with 149 students attending the school in the first year of operation. By 2003, the school had grown to approximately 920 students from Preschool to Year 7. As a result of rapid growth in the Sippy Downs area, Chancellor State College was established in 2004. Chancellor State College is now made up of the existing State School, the Middle School which opened in 2004 and the Senior Campus which was officially opened by the Premier in 2006. The Primary Campus and the Secondary Campus are separated by 4 kilometres, using road transport, however only 1 kilometre apart with pedestrian and cycle ways through the University of the Sunshine Coast. Chancellor State College is a co-educational facility with currently around 2070 students enrolled from Preschool to Year 12. By 2018, the College will cater for approximately 3000 students from Prep to Year 12. Chancellor State College is located within the publicly acknowledged 'Educational Precinct' of Sippy Downs on the Sunshine Coast, approximately 90 kilometres north of Brisbane. The two College campuses are 8 kilometres from Mooloolaba, a popular beach and designated major tourist area for the Sunshine Coast.

Principal's Foreword

Introduction

This report details a sample of the excellent achievements and results from Chancellor State College in 2017. There is great pride in the achievements of our students and the teachers who help them to their successes in so many ways. This report provides an outline of those successes and the progress of Chancellor State College in meeting its planned targets for 2017.

Our Vision is to be known as a school of Excellence. Excellence in academic, sporting, performing arts and leadership. A school with high quality relationships with our parents and community. A school with high quality facilities, resources and outcomes.

School Progress towards its goals in 2017

The College's progress towards its goals in 2017 was substantial and it was a very exciting year for Chancellor State College. It was particularly pleasing to see our students across our P-12 College achieve new levels of excellence in academic, sporting, musical and cultural pursuits and to have our parent community indicate an overwhelming level of satisfaction with the College.



Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Prep Year - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	2654	1309	1345	81	95%
2016	2728	1342	1386	76	95%
2017	2889	1433	1456	92	95%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

The College results in the National Standardised NAPLAN Tests were again impressive, showing very strong performance in a majority of test areas. Equally of note was the excellent performance of our graduating Year 12 class of 2017 who achieved high level Overall Position results with 1 OP 1's and with 91.74% of OP eligible students achieving an OP 1 -15 in comparison to the state average of 79.14%

The further implementation of our Art of Science and Teaching pedagogical framework assisted substantially with this work. All College staff trained in ASoT in preparation for its continued implementation by all teachers within teams in the College. Staff also participated in extensive professional development in differentiation and higher order thinking throughout the year.

During 2017, our College has continued to strengthen our extensive links with the University of the Sunshine Coast, focusing on Indigenous, Gifted & Talented, and Special Education mentoring. Initiatives to improve Pre-service Teacher Education and the sharing of USC facilities, College facilities, and personnel have also been further developed.

Significant work has also progressed in the area of literacy and numeracy across the College, with the implementation of a cross campus, cross faculty reading team driving a College-wide approach to the teaching of reading along with similar work occurring by the numeracy teams on both campuses. The I4S funds provided to the College have significantly assisted this progress.

Some 2017 highlights to acknowledge with our college community are:

- International and National success for Robotics – RoboKings were born, they achieved 1st places at Regional and State level entering them into the National level for FLL robotics where they took home a 1st in Design and Innovation and 4th in the table challenge.
- Represented Australia in the First Lego League Razorback Invitational at the University of Arkansas, Texas USA and returned champions with:
 - 1st in the Alliance Challenge (had to work with another team to devise a new robot program)
 - 1st for Robot Performance
 - 2nd for design and innovation
- Academic results including:
 - **KLA data: C or higher**
 - **Achievement data – Target is 85% – we achieved 91.2%**
 - **Behaviour data – Target is 95% – we achieved 93.4%**
 - **Effort data – Target is 95% – we achieved 93.6%**
 - **A couple of other highlights:**
 - **Year 5 behaviour – 98.3%**
 - **Year 6 behaviour – 95.4%**
 - **Year 7 behaviour – 92.1%**
 - **Year 9 behaviour – 97.9%**
 - **Year 11 behaviour – 99.6%**
 - **Year 12 behaviour – 98.9%**
- Academic success within Mathematics/English/Writing & Science competitions
- Cohesive, responsive Literacy Reading Mentor team working to develop College Reading Approach with teachers (HRLTPs as basis)
- John Munro visits and in-service with staff
- P-12 Cross campus connections (e.g. science HOD's working with primary teachers in teaching, planning and assessment)
- College Numeracy Group – Cross Campus visits and workshops by staff in Year 5-9 (April & Sept in 2016)
- Readers Cup participants - Primary
- Instrumental Music Program (Sunshine Coast Eisteddfod and Brisbane Festival)
- Primary Concert Band placed 3rd in Sunshine Coast Eisteddfod.
- Year 6 School Camp to Maranatha Recreation Camp
- Formalising PD schedule of learning for teacher aides to support requests from both SEP and General aides around knowledge to support students.
- Numeracy performance:
 - Students at NMS or above: 95.7% year 7 and 94.6% year 9
 - Students in U2B:35.7% year 7 and 27.4% year 9 compared to national result of 25.7% year 7 and 20.7% year 9
 - 51% of year 3 students in the U2B in writing.
- External Mathematics Competition – results were an increase in 12% of merit received or better for external maths competition results
- Humanities students participated in several interactive workshops hosting by UQ, USC and QUT.
- Building of Global and Cultural Languages initiatives
- Literacy - all teachers engaging in John Munro reading strategies to improve the explicit teaching of reading across KLAs and student critical thinking
- Continuation and rollout of the PACE Framework and PACE Team
- LEO Club established and representing the college in the community
- Claiming the CO2 Car Championship for 2017.
- 100% QCE attainment
- 126 students were awarded a Certificate III or higher.

- Leading school in CASE on the coast initiative. Building capacity of the program in house and across the region having 11 schools underway while introducing another 8 bringing the cluster and shared practice across 19 schools in total.
- Outstanding results in Dance /Drama /Instrumental Music
- Fantastic Chancellors Got Talent quest
- Successful Arts Festival
- Wins at eisteddfods and competition
- Dance Team 2nd at Brisbane Eisteddfod, 2x2nd at Sunshine Coast Eisteddfod
- year
- Champion school at Qld All Schools Touch Football and Schools' Premier League Football (soccer)
- Integrated whole College support model implemented offering wide ranging support and extension programs
- Successful work experience opportunities for students with verified disabilities
- Sunshine Coast Eisteddfod- Wind Symphony – Highly Commended
- District X Country and Athletics champions for fourth consecutive year.
- Hosting multiple delegations of principals and teachers to learn innovative practices.

A sensational year to build on again in 2018.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	22	24
Year 4 – Year 6	26	27	27
Year 7 – Year 10	24	24	25
Year 11 – Year 12	19	19	20

Curriculum Delivery

It is expected that every student in every classroom at our College is engaged in their learning and challenged to do their best. By having a deep understanding of each student and planning explicit teaching and learning opportunities, we maximise the learning outcomes for individual students. Continuous monitoring, assessment and the provision of effective feedback, helps facilitate a culture of self-reflection. As shown on our website, Chancellor State College has a unique, integrated curriculum based on the eight key learning areas from Prep to Year 9.

Chancellor State College provides several opportunities for students in the STEM arena, with CASE (Science) and on-line numeracy featuring in the primary and lower secondary settings. In year 7-9 students are able to select topics of interest through our Enhanced Learning Opportunities (ELO's) and Elective program.

Our Approach to Curriculum Delivery

The Senior program of study offers multiple pathways through Queensland Studies Authority accredited programs and an expanding Vocational Education and Training suite of certificate courses. Within the Sippy Downs Educational Precinct, Chancellor State College has a unique partnership with the University of the Sunshine Coast, supporting both student academic pathways and staff professional development. ILE's Engineering has been very successful, with Year 5/6 students being involved with a Science Camp and then exposure to Engineering through Junior Secondary ELO's and then senior Engineering through to studying full-time at USC. Development of partnerships within other areas such as Biology/Chemistry/Drama/Business and Sport has been introduced in 2017.

Co-curricular Activities

- Instrumental Music program including:
 - A Strings program available from Year 3
 - Woodwind and percussion programs are available from year 5 – 12.
 - Primary Campus Concert Band
 - Secondary Campus Concert Band
 - Stage Band
 - Woodwind Ensembles
 - Strings Ensembles.
 - Wind Symphony
 - Symphonic Orchestra
- Junior and Senior Choirs
- Chess Clubs
- ICAS Competitions
- Student Ambassadors and Student Council
- Touch Football /Futsal Excellence Programs
- Kids in the Garden project
- Year 5/6 Touch Football
- Year 5/6 Football program
- Eisteddfod competitions
- Camps
- Surf Skills
- Inter-School Sport
- Musical / Rock eisteddfod
- Dance troupe

How Information and Communication Technologies are used to Assist Learning

Chancellor State College has a focus on well integrated ICTs as part of classroom practices. Students from Years 5-12 have access to one-to-one devices and students in P-12 have small group and class access to devices to support learning.

All classroom teachers have a laptop provided to them to support their learning and practice and the College boasts one of the best wireless infrastructures of schools in Queensland.

At the end of 2014 a new ICTs Leadership Committee was established to review our infrastructure, devices and associated pedagogies with a view to even further enhancing the ICTs opportunities for staff and students.

Social Climate

Overview

Chancellor State College has a focus on becoming a leader in educational offerings within the North Coast region. This focus ensures that students are respected as individuals and that life-long learning is a driving force in our engagement with the wider community. Our College Charter reinforces the college focus on the individual and caring for staff, students and families as unique contributors in our partnership.

Chancellor State College is built on traditional values and promotes the 'Five Cs' of Care, Courtesy, Cooperation, Commitment and Challenge. A safe and disciplined learning environment is supported by a strong behaviour management plan which actively supports students to be responsible for their own behaviour. This is supported by a full school uniform policy setting high expectations for our



students at all times. Significant emphasis is placed on providing a learning environment where all students feel safe and supported. Although our school has grown to a large population over the past few years, we retain a strong community 'feel'.

Highlights of our pastoral care programs include:

- Welcome events on both campuses for new families
- Head of Department (Staff and Student Welfare) support
- Twin HOSES positions
- Chaplaincy Support
- Special Needs Committee support
- Prep welcome events
- Parent programs
- Buddy Programs
- Cross Campus links

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	95%	94%
this is a good school (S2035)	96%	96%	96%
their child likes being at this school* (S2001)	95%	93%	96%
their child feels safe at this school* (S2002)	98%	98%	94%
their child's learning needs are being met at this school* (S2003)	89%	91%	91%
their child is making good progress at this school* (S2004)	93%	95%	94%
teachers at this school expect their child to do his or her best* (S2005)	96%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	94%	89%
teachers at this school motivate their child to learn* (S2007)	90%	93%	89%
teachers at this school treat students fairly* (S2008)	89%	91%	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)	89%	91%	90%
this school takes parents' opinions seriously* (S2011)	87%	91%	90%
student behaviour is well managed at this school* (S2012)	94%	93%	86%
this school looks for ways to improve* (S2013)	96%	96%	95%
this school is well maintained* (S2014)	99%	100%	99%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	97%	97%
they like being at their school* (S2036)	91%	95%	95%
they feel safe at their school* (S2037)	95%	98%	93%
their teachers motivate them to learn* (S2038)	88%	93%	91%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
their teachers expect them to do their best* (S2039)	98%	99%	99%
their teachers provide them with useful feedback about their school work* (S2040)	91%	94%	95%
teachers treat students fairly at their school* (S2041)	84%	84%	87%
they can talk to their teachers about their concerns* (S2042)	78%	82%	79%
their school takes students' opinions seriously* (S2043)	84%	87%	87%
student behaviour is well managed at their school* (S2044)	84%	89%	80%
their school looks for ways to improve* (S2045)	93%	97%	96%
their school is well maintained* (S2046)	94%	97%	96%
their school gives them opportunities to do interesting things* (S2047)	96%	98%	95%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	99%	97%
they feel that their school is a safe place in which to work (S2070)	100%	99%	98%
they receive useful feedback about their work at their school (S2071)	92%	94%	91%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	94%	89%
students are encouraged to do their best at their school (S2072)	100%	100%	99%
students are treated fairly at their school (S2073)	99%	99%	98%
student behaviour is well managed at their school (S2074)	99%	99%	88%
staff are well supported at their school (S2075)	96%	97%	86%
their school takes staff opinions seriously (S2076)	96%	95%	88%
their school looks for ways to improve (S2077)	99%	99%	97%
their school is well maintained (S2078)	100%	100%	96%
their school gives them opportunities to do interesting things (S2079)	96%	98%	92%

* 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 welcomed into our college to assist our college achieve greater outcomes.

Opportunities included:

An extensive volunteer program including gifted and talented extension/ support a reader/writer and talker.

Participation in classroom and special open days such as book week, under 8's week, sporting events, assemblies and Education Week.

Parents play an integral role at Chancellor State College and have a wide range of opportunities to be involved in school life. A professional, supportive and highly committed group of parents make up a Parents and Citizens association, which meets every month. They support the College in numerous ways through funding and programs.

The CSC College Council also contains parent and community representatives and provides strategic advice to the College executive.

Formal Parent / Teacher interviews are held at various times throughout the year, dependent on the year level of the student.

Parents and carers are encouraged to contact teachers via emails, notes, phone calls or formal meetings at any time throughout the year. There are various other events throughout the year which parents are encouraged to attend such as the Interview meetings, the Celebration of Excellence Night, Performance nights, Questfest, transition events, subject and year level specific performances and exhibitions, culminating curriculum activities, celebration evenings and assemblies. Our electronic newsletter, website, QSchools and QParents Apps and additional notes are key tools for informing parents and the wider community of events and celebrations within and outside the College. Parent participation is highly valued and the College encourages parents to play an active and supporting role in all aspects of community life. Effective communication between all parties is the key attribute to ensuring positive educational outcomes for every student that attends Chancellor State College.

In 2015 we established the Parent and Community Engagement Team (PACE), consisting of a range of school leaders, staff and parents who meet regularly and discuss mechanisms to improve school/community partnerships. This group continues to drive community engagement.

Respectful relationships programs

As outlined in the [Responsible Behaviour Plan](#) there are many programs that are developed to identify and cater for individual needs of students. The programs are designed to meet specific needs of students or individuals and are flexible in their delivery to ensure the best possible outcomes for the students.

Staff members who facilitate the programs are SSW staff or teachers who have been specifically trained to deliver such programs. External organisations have also been employed to deliver programs to meet specific needs of students such as Youth Excel, CHYMS, RACQ, Motivational Media, Brainstorm, and Peer Power.

The programs are designed for three levels of support: universal, targeted and intensive.

Universal Support: Promoting positive relationships to all students

- My Journey Program
- Health and Well Being classes
- Primary PE Program
- Primary RE Program
- Anti-bullying and Cyber bullying programs
- Lunch Action programs
- Student Leadership program
- Student Awards

Targeted Support: Repairing or developing relationships with specific groups or individuals Boys 2

- Boys 2 Young men Program
- Mechanical Mentors
- Pathways Student Mentoring
- Indigenous Student Academic Mentoring
- Social Skills Programs e.g. Rock and Water
- Anti-Bullying Programs/performances e.g. Stick and Stones
- Changes Program for Grief and Loss

Intensive Support: Rebuilding relationships with individuals or small groups

- Mediation
- Small group mentoring
- Individual Behaviour support plans
- Community Conferences
- Alternative pathways programs provide a range of alternative educational pathways for students

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

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	2015	2016	2017
Short Suspensions – 1 to 10 days	112	98	170
Long Suspensions – 11 to 20 days	2	3	0
Exclusions	2	0	0
Cancellations of Enrolment	0	0	1

Environmental Footprint

Reducing the school's environmental footprint

The College has implemented several strategies in the past to reduce its environmental footprint.

These include:

- Installation of efficient lighting to cut electricity usage.
- Utilisation of an electronic newsletter to reduce paper wastage
- Emailing of student reports to save on paper and reduce staff time dramatically
- A focus on the Edible Gardening program across the College has highlighted understandings of sustainability.
- Continuation of a sustainable environment program throughout the college
- Increased staff awareness with regards to electricity usage and duty of care in conserving electricity throughout the College

The college is actively involved in recycling. This program involves all classes educated on the values of recycling and participating on a weekly basis. We actively support travel smart to school initiatives to reduce pollution and greenhouse gas emissions.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	837,226	56,369
2015-2016	801,743	66,764
2016-2017	611,419	86,541

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.

Find a school

GO

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 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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	216	93	<5
Full-time Equivalents	196	64	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	12
Graduate Diploma etc.**	62
Bachelor degree	130
Diploma	10
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 2017 was \$184,568. This amount does not include –

The major professional development initiatives are as follows:

- ASOT (Curriculum Framework)
- Literacy and Numeracy including reading strategies
- Subject Specific Professional Development
- Curriculum co-planning including assessment task moderation
- Release for Mentoring
- Whole School Positive School Behaviour
- AITSL

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	89%	91%

*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 2017 for all Queensland P-10/P-12 schools was 90%.

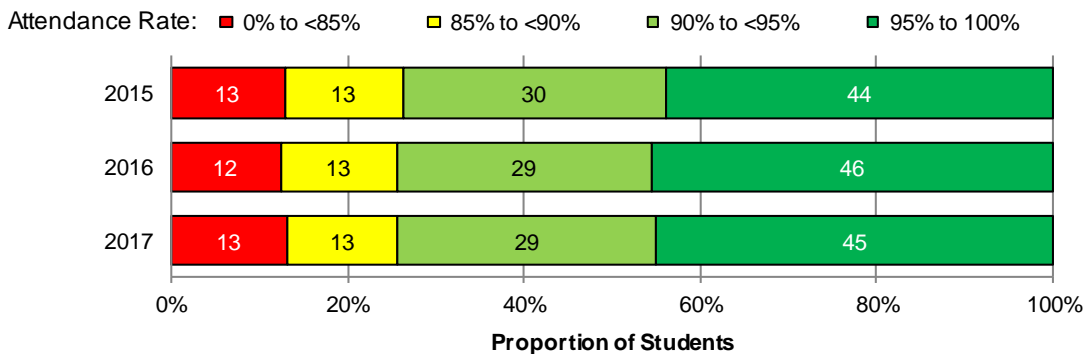
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	94%	94%	94%	94%	93%	94%	94%	94%	92%	91%	89%	91%	90%
2016	95%	94%	94%	94%	94%	94%	94%	94%	92%	90%	90%	91%	90%
2017	96%	95%	94%	95%	94%	94%	94%	93%	91%	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.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Regular monitoring of student attendance occurs daily by class teachers, Form Teachers/Year Level Co-ordinators /Heads of Department. Students with attendance concerns are put on an alert system through ID attend. At regular intervals, letters identifying unexplained absences are sent home and parents are requested to provide an explanation. Regular reminders regarding the importance of school attendance is provided to parents via newsletters and notes. The school also utilises Q Parent app as a resource.

Primary Campus has class awards each week for the highest attendance.



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

GO

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SEARCH

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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	2015	2016	2017
Number of students receiving a Senior Statement	272	224	259
Number of students awarded a Queensland Certificate of Individual Achievement.	2	5	5
Number of students receiving an Overall Position (OP)	107	102	109
Percentage of Indigenous students receiving an Overall Position (OP)	25%	0%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	52	34	42
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	268	166	194
Number of students awarded an Australian Qualification Framework Certificate II or above.	176	142	156
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	264	219	253
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	50%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	93%	96%	92%
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.	100%	99%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	98%	97%

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

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
2015	25	42	33	7	0
2016	18	40	40	4	0
2017	23	42	35	9	0

As at 14th February 2018. 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
2015	148	141	142
2016	65	96	111
2017	106	101	126

As at 14th February 2018. The above values exclude VISA students.

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

Certificate courses offered at Chancellor College are as follows:

Certificate I in Business
 Certificate II in Business
 Certificate III in Business
 Certificate III in Dance (Year 11 only)
 Certificate III in Early Childhood Education and Care
 Certificate II in Engineering Pathways
 Certificate I in Financial Services
 Certificate III in Fitness
 Certificate IV in Fitness
 Certificate II in Hospitality
 Certificate I in Information, Digital Media and Technology
 Certificate II in Information, Digital Media and Technology
 Certificate III in Information, Digital Media and Technology
 Certificate II in Manufacturing Technology
 Certificate II in Music
 Certificate II in Outdoor Education
 Certificate III in Sport and Recreation
 Certificate II in Tourism
 Certificate II in Tourism (Marine focus)
 Certificate III in Tourism
 Certificate II in Visual Arts
 Certificate III in Visual Arts

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	88%	78%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	78%	50%	71%

* 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%).

Student Destinations

Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

<http://www.chancellorsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>

Early leavers information

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below. The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

Early leavers nearly always depart the College for another school, work or further learning. We have a close relationship with TAFE to support those students. An extensive management approach is in place in which students at risk are identified and supported to maximise the opportunities they will have upon departure from formal study at Chancellor.

Conclusion

2017 was another exceptional year for Chancellor State College. Our strong improvement agenda continued with significant gain in many areas.

Chancellor State College is a high performing Educational Institution and there is a great deal of evidence to support this claim. Chancellor State College is a flagship for Education Queensland and the Administration Team, Teaching Team, Ancillary and Support staff are focused on ensuring that the student outcomes which we help to produce are testimony to the College motto "the best we can be". The College bears claim to some impressive student outcomes, cultural and sporting data and the faces behind this data are dedicated staff, supportive community and connected students.

Chancellor State College is a place of high standards and these high standards are achieved by hard work. Every standard matters to us at Chancellor State College and we operate in a "no excuses" environment. We constantly engage in a process of review and forward planning. We need to ensure that current policies, practices and other infrastructure that have served the College well are robust enough and flexible enough to take us into our future. To achieve this, we will need to engage in quality assurance activities through which we measure our performance using indicators and standards that exist in similar high performance educational institutions.

In recent years the College has grown significantly and has also had cause to celebrate some very significant outcomes including winning State Showcase in 2013 and again in 2016. Our School Opinion Survey data shows extremely high levels of satisfaction with the College, with many results across staff, student and parents sectors in the mid to high 90% – an extraordinary result for such a large College.

As we expand we continue to ensure that we hold on to the important things that have earned Chancellor a strong reputation and crucial to this will be the need to protect and nurture the strong achievement ethos and the sense of community that are evident. In the same way we need to hang on to the little things that we all enjoy about small schools so that we can still enjoy them when we are at full capacity. Most of these things are found in the relationships that have been developed and the student and staff welfare practices that are so important to the good health of large organizations.

Chancellor College is unique with regard to the precinct within which it operates. There is no doubt that the education of every student who attends Chancellor College should be influenced by our proximity to the University of the Sunshine Coast, the Sunshine Coast Institute of TAFE and the plethora of significant partnerships with community organisations, local businesses and our Regional Council. The changing face of education demands that using Networks and creating Partnerships with other Educational and Commercial organizations will remain a constant priority of leadership team and of the staff more broadly.

As a leadership team we are very mindful that the most important partnership that the College has is with the parents of the students who attend the College and it is this partnership that will remain a priority as the College develops to be one of the largest educational institutions in the state of Queensland. Our experience would suggest that the difference between a good educational institution and a great educational institution is found in the quality of the teacher/parent/student relationship and the quality of this relationship is mainly dependent upon the priority that is shown to nurturing and growing this relationship from both sides of the relationship.

Chancellor is an exciting, vibrant and high performing State College and I know that we all share in the most important priority of all – maximising the outcomes for our students every day in every way.

The staff, parents and students are committed to ensuring every student “can be the best they can be”. Our role is to ensure every child is able to achieve personal excellence.

We look forward to just how amazing 2018 can be for our college.

