



**QUEENSLAND STATE GOVERNMENT REPORTING
COOMERA ANGLICAN COLLEGE ANNUAL REPORT 2016
(Based on 2015 Data)**

SCHOOL DETAILS

Coomera Anglican College commenced in 1997 and enjoyed a successful nineteenth year of operation in 2015. It is owned by the Anglican Diocese of Brisbane and is a member of the Association of Independent Schools in Queensland (ISQ). Coomera Anglican College is a member of the Associated Private Schools (APS) sporting association on the Gold Coast.

The College Purpose is *Inspire Excellence in Teaching, Learning, Service and Faith.*

School sector: Independent

School's address: 8 Days Road, Upper Coomera

Total enrolments: 1394 (domestic), 1401 (incl International) from Preparatory to Year 12
Year levels offered: Preparatory to Year 12 and 80 place Early Learning Centre.

Co-educational or single sex: Co-educational

Characteristics of student body:

Students are all day students, mostly residing within a 15 minute drive from the College. There were 7 International Full Fee Paying students - 1 girl and 6 boys.

Ratio of Girls to Boys Primary (Preparatory - Year 6)* 394 girls - 381 boys - 50.9:49.1

Ratio of Girls to Boys Secondary (Years 7 - 12)* 323 girls - 303 boys - 51.6:48.4

Total Ratio of Girls to Boys (Preparatory - Year 12)* 717 girls - 684 boys - 51.2:48.8

*Including International students

Distinctive curriculum offerings:

Coomera Anglican College is divided into four distinct areas:

- Early Learning Centre (2 years - 5 years)
 - Primary (Preparatory - Year 6)
 - Junior Secondary (Years 7 - 9)
 - Senior Secondary (Years 10 - 12)
- At Coomera Anglican College Early Learning Centre, we foster a learning environment built on the foundations of the Anglican Ethos embedded in the iLR Values culture of the College. This is achieved through the incorporation of the Early Years Learning Framework and the Queensland Kindergarten Guidelines and through valued child / teacher initiated play experiences. We recognise, acknowledge, value and respect the uniqueness of each child within our Centre and work in partnership with families to ensure that they become capable, confident and competent members of the College community.

In 2015 we reconfigured the Centre offering care to 80 children from 2 years to 5 years for 40 weeks in the year. We opened a third Preprep room for our Kindergarten programme to support and prepare those children's smooth transition through to the College.

This Centre has been assessed against the National Quality Standard for Early Childhood Education and Care and School Age Care and was awarded an overall rating of Exceeding National Quality Standards in accordance with the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011. The learning and development areas of Identity, Connectedness, Wellbeing, Active learning and Communication are the focus for this programme. Language, literacy and numeracy are integral parts of the programme and are supported with tools such as interactive whiteboards and iPads.

The children in Preprep take an active role in the College community attending significant College events and weekly worship celebrations with the Prep children. The Centre has an online documentation programme that allows for regular communication from the service to home and from home to the service. This programme documents all the education and learning that takes place each day.

- Since its inception in 1997, Coomera Anglican College has operated formal Preparatory classes which provide students with a very positive and solid basis for the rest of their schooling. All Primary subject areas are covered, with specialty areas including weekly contact for library skill development, Chinese language and culture, Physical Education, Music, Drama, and Religious and Values Education.
- There is strong emphasis on literacy, numeracy and catering for individual, personal differences among students. Spelling Mastery and Maths Mastery are skill-based programmes that are offered up to Year 6.
- In the Primary years, students develop their information and communication technology (ICT) skills through a comprehensive development programme which includes specialist computer skill lessons and generic ICT skills embedded throughout the curriculum. Students have access to a range of ICTs including classroom based computers, a range of mobile devices such as tablet computers, laptops, iPads and equipment for producing high quality multi-media including audio recorders, video and still cameras.
- In the Secondary year levels, ICT skills are initially taught explicitly but then are used within all other subjects as authentic tools for research, study and production within the various subject areas. Elective offerings in Years 9 - 12 include a range of ICT and technology based subjects aimed at satisfying both the specific needs of the students and the requirements of the endorsed Australian Curriculum subjects.
- Chinese language has been taught at the College since inception in 1997. Chinese is taught to all students from Preparatory to Year 8 and becomes an elective subject for Years 9 - 12. Chinese Extension is also taught to high performing Year 12 students.

Teaching and Learning:

- In seeking to satisfy the College Purpose of ‘inspiring excellence’, the College has adopted a ‘growth approach’ in all it does. This approach is made explicit in a range of ways. In the teaching and learning activities performed by teachers and students the principles of ‘mindsets’ have been adopted.
- ‘Mindsets’ is a theoretical and practical framework that supports teachers in their work to build the capabilities of students. Underpinned by sound research, the awareness of ‘mindsets’, and specifically the development of a ‘growth mindset’, reinforces the role that the Habits of Mind play in ensuring students develop effective disposition towards achieving success throughout their lives.
- The Primary and Secondary campuses continue to work on implementing and embedding the Habits of Mind framework. The Habits of Mind are a significant element of the culture that assists and supports all aspects of teaching and learning at the College. Teachers continue to develop their use of the Habits of Mind in their planning, teaching, assessment and reporting. The Habits of Mind are also embedded in our successful behaviour management system.
- To further support the culture of holistically supporting all areas of teaching and learning, Habits of Heart were introduced during 2015. Habits of Heart are engaged along with Habits of Mind to provide a relational and values-based framework from which to approach learning.
- Our Heads of Year and Student Counsellors provide Personal Development and values based programmes and training to all other staff members in order to maintain a consistent approach to discipline and values education. Our Learning Support/Continuous Learning staff provide specialist educational support to students and teachers where required.
- An Integrated and Thematic Curriculum is a feature of Primary and Junior Secondary. This approach offers children and young adolescents a smooth, positive and well-supported experience during their transition to senior schooling. Year 7 and 8 students are exposed to all learning areas while Year 9 students are able to make their first elective choices. Subject electives cover Chinese language, Business, Visual Art, Performing Arts, Design Technology, Media Studies, Food Technology, Physical Education, Extension Mathematics, Robotics and Information and Communication Technologies (ICT). A full list of subject offerings is available on our website or by request.
- Senior Secondary students are prepared for the world beyond school through a diverse range of subjects and training opportunities. While the majority of students study Queensland Curriculum and Assessment Authority (QCAA) subjects in the form of endorsed Australian Curriculum and QCAA subjects, students can study some vocational subjects. The College also makes available school-based traineeships and apprenticeships for those students who see their future in trades and other areas. There are multiple pathways available to students working through their senior years of schooling.

- To ensure that our Secondary students have access to academic assistance beyond the classroom, a range of subject based after-school tutorials is available.

Technology infrastructure and support:

- A highly functional and well-maintained wireless network allows staff and students to access the array of network services and to connect to the internet from anywhere within the College.
- Student learning is enhanced through access to a wide range of the latest educational resources including multimedia, online resources and databases, software application and services.
- The College operates an **eMind** laptop programme, whereby all students in Years 7 to 12 have a College issued laptop device for use at home and while at the College. The **eMind** programme is providing the opportunity for innovative pedagogy to be developed and delivered through the use of modern technology infrastructure and a suite of highly effective support systems.
- To support the curriculum offerings, a sophisticated array of online technologies, including the College website, mobile apps, learning management system (LMS) and email system allows parents and students to access a wide range of resources including student reports, online activities, homework information and assessment calendars.
- Teachers receive initial training in the use of mobile technologies within the classroom and continue to receive ongoing training in blended learning.
- Teachers are supported in their use of ICTs and technology-related aspects of their work by the eLearning Support Manager and team of year-level mentors called the eXperts.
- Data projectors and flat-panel displays in all teaching rooms enable resources to be visible to a whole class and interactive technologies are utilised in classrooms. A further range of ICT devices is supplied as required by teachers. These include games consoles in IT subject classes, cameras and sound equipment in Film and TV classes, specialist tracking equipment in HPE, and a wide range of specialist science equipment.
- A highly functional online learning management system (LMS) enhances the delivery of curriculum by facilitating resource distribution, providing a wide range of online activities, and supporting student and teacher interaction.
- Over time, more cloud-based technologies have become available for educational use. Commencing in 2014, and continuing through 2015, the College embarked on a significant project to innovate its approach to providing technology related services. The College is investigating cloud-based services to satisfy its data backup requirements and will be implementing a range of services based on a new cloud/internet architecture that will be deployed in 2016. Research continues into the educational and business case for moving technology infrastructure to the 'cloud'.

- During 2014, the College moved student email and file storage to cloud services. The College has completed the movement of all email services for staff and students to the Microsoft Office 365 platform during 2015. This enables a wider and more sophisticated range of functions to be used by all members of the College.
- In addition to improved educational functionality, the movement of key services to cloud-based solution will dramatically improve the College's 'disaster recovery' and data security situation. This movement has occurred, in part, during 2015 and will be further developed in 2016 and beyond.

Extra-curricular activities:

All students are encouraged to participate in our diverse programme of cocurricular activities in order to foster a sense of balance, belonging, and to facilitate mental, spiritual, cultural, physical, social and emotional growth.

Activities range from a large selection of additional sports, outdoor education, arts and drama, academic excellence and extension both in fun, club experiences and challenging, stimulating competition. A full range of cocurricular offerings can be viewed on our website.

Our students achieved high level awards in Mathematics, Science, English and Chinese competitions in 2015.

Coomera Anglican College students have also achieved some remarkable results in a broad range of sports, public speaking, debating, Art, Music, Drama, Dance and other activities in 2015.

The College sport teams (Years 4 - 12) all train after school as part of our commitment to APS sport.

COLLEGE CULTURE

Pastoral Care:

The College has strong pastoral care programmes from the Early Learning Centre to Year 12. These are based on our Anglican ethos and a strong values culture. Imagine, listen, respect - *iLR* - is the language of our values culture and is strongly represented in a variety of ways throughout our programmes and behaviour guidance systems. *iLR* describes the 'way we do things' and the approach we take to developing strong interpersonal relationships in our students and community members.

Pastoral Care is a key component of our student welfare. A Preparatory - Year 6 Student Coordinator assists Primary Class teachers with student welfare. Heads of Year, House Coordinators and Pastoral Care teachers take on the responsibility for student welfare in the Secondary Campus. The Heads of Year liaise with the Head of Campus and Student Counsellor to develop the formal Personal Development programme across Years 7 - 12.

Our College has two Student Counsellors, both registered psychologists, who work with staff, students and families in the pastoral care and welfare of students. Coomera Anglican College embraces the Anglican Diocese of Brisbane's Child Protection Policy and follows the Anglican Schools Commission's - Student Protection in Anglican Schools - Policy and Procedures 2015.

The Raise Responsibility System provides a framework, together with *iLR*, for behaviour guidance and self-regulation across the College.

Anti-Bullying:

A strong anti-bullying policy is in place throughout the College. At the start of each year, students are provided with a brochure which outlines the basics of the policy. This is reinforced through assemblies, Year Level meetings and Personal Development classes each term. A copy of the brochure is made available to parents and they are familiarised with the policy. Teaching students and parents about cyberbullying is an important aspect of our anti-bullying policy. We have an extensive array of resources on our website for parents and students to access, and students are taught about what constitutes cyberbullying and how to keep safe online, during assemblies and class sessions. Information sessions for parents about cyber safety are held regularly for parents. Students have completed confidential online surveys which indicate a low level of bullying at our College. In addition, all students also have access to the *Safe School Drop Box*, through a link on the student LMS. Here students can report instances of bullying or harassment that they have either experienced or witnessed, whether it be at the College or in an online environment. All reports are followed up by our Secondary Student Counsellor.

In the last two years Coomera Anglican College has been recognised for the work we have done in educating our students, staff and families about cyber safety. To this end we achieved *eSmart* accreditation at the end of 2014. The College is committed to satisfying the ‘maintenance’ phase of *eSmart* accreditation through the continued work of teachers.

Awareness of cyber safety has been a regular part of our communication to our College community for a number of years and our students are well versed in what constitutes appropriate online behaviour.

Our approach to behaviour management revolves around our use of The Raise Responsibility System and our values culture: *iLR - imagine, listen, respect*. Using a common approach from the Early Learning Centre to Year 12 enables familiarity and consistency in application. Students have learnt to self-regulate which allows teachers to focus on teaching.

The research of internationally renowned psychologist Carol Dweck has demonstrated the importance of a Growth Mindset in shaping student achievement. This year students in the Secondary campus have been introduced to these simple yet powerful ideas and offered practical strategies and techniques for building a ‘Growth Mindset’. Teachers also examined the evidence base of Dweck's work before employing simple and practical classroom strategies to encourage students to develop Growth Mindsets over Fixed or Closed Mindsets. Particular attention was given to teacher use of Growth Mindset language in student assessment and teacher feedback.

Students were also encouraged to complete a Mindset Questionnaire to determine the extent to which they were employing a Growth mindset in their approach to their own learning.

Students with Growth Mindsets see mistakes as part of the learning process. They accept that if they are stretching to meet a challenge, they will make mistakes. They see these mistakes as setbacks that they must overcome in order to be successful.

Similarly, students with Growth Mindsets regard ‘feedback’ as a necessary and important part of the learning process. They are interested in what other people think about the strategies they

are choosing. They ask for help and share their progress with others to get their perspectives, and use the advice and corrections that people offer to grow and improve.

Of course, creating a Growth Mindset is an ongoing process and one that will continue into the future for each individual. However, once a student grasps that their character, personality and intelligence can be developed, through persistence and hard work, they also understand that their true potential is unknown. This view creates “a love of learning and a resilience that is essential for great accomplishment,” writes Dweck. Increasingly, Coomera Anglican College students are embracing Growth Mindsets and the belief that they can learn more or ‘become smarter’ if they work hard, persevere and view challenges and failures as opportunities to improve their learning and skills.

Parental involvement:

An active Parents and Friends’ Association (PAFA) provides an avenue for parents to be involved in the College. Primary class coordinators provide a focus person for the parents of each class, and parents can volunteer to assist in the classroom with interest areas such as literacy, maths, sport or art.

PAFA also offers several parent social events throughout the year, including regular Trivia Nights, a biennial Community Fair and an annual Golf Day. In addition to the whole PAFA organisation, support groups have formed in interest areas such as Rowing, Art, Music and Sport.

To keep parents informed about our curriculum and how they can be involved in their child’s education, Parent Information Evenings are arranged for all year levels. Partnerships for Success Evenings, held throughout the year, also encourage strong partnerships between our parents and the College.

School Satisfaction and Opinion Survey:

The College Leaders operate with an open door policy, and welcome communication from the parent body at all times. Surveys are conducted regularly where families are asked for feedback and suggestions to improve facilities and programmes. These are collated and passed to relevant departments and the Senior Leadership Team, who use these outcomes in planning for the following year and into the future.

A major survey was conducted during 2015. Overall, a large number of parents comment on the warm and friendly atmosphere and genuine interest and support from staff for individual children. Our values system also rates very highly as do the large range of activities available to students.

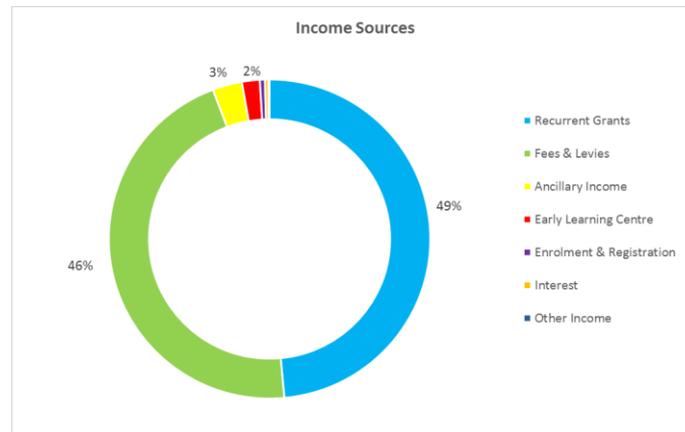
Some parent comments from these surveys are available on the front page of our website.

Student surveys reveal that students are very comfortable and feel safe and happy at Coomera Anglican College.

Staff satisfaction levels are reflected in the high staff retention rate and willing involvement in voluntary activities.

INCOME BY FUNDING SOURCE

Information regarding College income is available by logging on to the *My School* website:
<http://www.myschool.edu.au>



STAFFING INFORMATION

Staff Composition:

In 2015 the College employed a total of 176 full time and part time staff. In 2015 there was no staff that identified as Indigenous employed.

Staff Composition Table

Status	Teaching	Non-Teaching	Early Learning Centre	Total
Full Time	92	18	9	119
Part Time	8	1	^10	19
Term Time		26		26
Part Time Term Time		12*		12
Total	100	57	19	176

* Includes Uniform Shop staff.

^ Includes Outside School Hours Care/Vacation Care staff.

During 2015, we also engaged the following *casual* employees:

Instrumental Tutors	14
Outside School Hours Care/Vacation Care	9
Coomera Training College	<u>13</u>
Total	<u>36</u>

Staff Qualifications:

Qualification	Highest Qualification of staff (%)
Doctorate or higher	1.7%
Masters	12.5%
Honours Degree	6.2%
Bachelor Degree	64.7%
Post Graduate Diploma	8.2%
Diploma	5.6%
Certificate	1.1%

- Most support staff have **Certificate** qualifications - Education Support or Teacher Aide and many have Senior First Aid Certificates.
- All support staff must have a current Blue Card.
- All support staff dealing with children must have First Aid qualifications.
- All Early Learning Centre staff have appropriate qualifications from **Certificate, Diploma and Degree.**
- All teachers coaching sport teams have current First Aid certificates.

Staff Development:

The use of innovative and effective ways to use technology for education continues to be a key factor informing the planning for staff development and training. The eLearning Manager and Head of Teaching and Learning, along with external training suppliers, have supported teachers' ongoing need to review constantly the methods and resources used in classrooms. In addition, teachers choose and access external technology-related workshops and seminars in the form of off-campus and online training events.

All teaching staff were involved in a diverse range of on-site professional development activities during 2015 covering such topics as: Exploring Faith in the Classroom, Strategies for Working with Diversity, Christian Values in the Classroom, The Spiritual Ecology of Australian Students, Motivating instruction and Developing a Growth Orientation in Pedagogy, Growth Focus – Redo, Resubmission Protocols, Student Wellbeing and Behaviour Management, Child Protection: Understanding Grooming & Child and Risk Management Strategy Overview – to mention just a few.

The College obtained eSmart accreditation at the end of 2014 and in 2015 students and teachers have completed regular eSmart activities related to online safety and responsible social network behaviours. This is a requirement of maintaining our eSmart certification.

The College continually seeks to improve the quality and efficacy of the teaching and learning that occurs in every classroom and every lesson. During 2015, we continued to develop our use of evidence-based, 'best practice' teaching. This has been done through targeted professional learning related to 'reflective practice', 'backward design' curriculum planning, 'differentiated instruction', and a continuing focus on making learning visible through the high-level use of multiple forms of feedback within the teaching process. 2015 also saw the beginning of a move toward improved handling and use of academic data aimed at improving teaching and learning.

During 2015, the College continued its engagement with several school improvement processes which began in 2014. These projects include the ISQ ‘Self-Improving Schools’, Numeracy and Literacy Coaching, Edifi Data Analysis Project and other processes related to the Queensland Government’s ‘Great Teachers = Great Results’ initiative.

Of great significance is our teacher observation and mentoring process which has been wholeheartedly adopted by our teachers and continues to be developed. Toward the end of 2015, an experienced staff member was allocated the task of managing the College Professional Growth Model. This will ensure ongoing development aimed at promoting excellent professional practice by all members of the College’s teaching staff.

The College Professional Growth Model is a comprehensive system addressing teacher induction, ongoing professional growth and incorporating an innovative approach to teacher appraisal. The Model comprises the teacher induction process called the ‘Teacher Induction Professional Portfolio’ scheme (TIPP), the ‘Teachers Observing Professional Practice’ scheme (TOPP), for teachers who have completed the TIPP scheme, and an associated two-year programme supporting professional growth. The two-year programme includes performance analysis using 360-degree peer feedback, student surveys, and self-reflection. These elements inform the use of ongoing peer coaching. This system continues to promote reflective practice, professional sharing and supports our teachers in their professional development. Teachers have received high-level training and continuous support during this process.

There is an annual budget allowance which supports professional development for all staff across the College.

In 2015, \$65,662 (College) and \$4,123 (ELC) was expended on teacher professional development. A substantial amount of in-house professional development was run at no cost to the College and supplemented the off campus training done by staff. This initiative taps into the significant expertise on staff, and allows for peer tutoring as well as peer instruction.

The College offers an annual Principal’s Scholarship Bursary and a Special Project Bursary, up to the value of \$7000 each. These are awarded to staff members with innovative and classroom-focused initiatives. This supports staff in researching and developing projects which aim to directly improve the effectiveness of teaching and learning at the College. The funds from these bursaries support self-education, travel expenses and other costs associated with the successful proposals from staff members.

Staff Attendance and Retention:

From the end of 2015, 90% of staff were retained for 2016.

Staff attendance rate for permanent and temporary staff and school leaders in 2015 was 96.90%.

KEY STUDENT OUTCOMES

Average student attendance rate:

Average Student Attendance for each year level for 2015

Year Level	Ave Attendance Rate %	Year Level	Ave Attendance Rate %
Preparatory	94.84	Year 7	94.09
Year 1	93.84	Year 8	94.08
Year 2	94.82	Year 9	94.01
Year 3	94.36	Year 10	92.82
Year 4	94.26	Year 11	92.66
Year 5	94.38	Year 12	94.59
Year 6	94.00		

Average student attendance rate in 2015 was 94.07%.

Management of non-attendance:

Families of absent students are telephoned each morning to establish the reason for the absence. Absences are recorded daily as Explained or Unexplained. Unexplained absences are followed up by class teachers, Heads of Year or Heads of Campus. Student absences are closely monitored.

Academic Results:

NATIONAL ASSESSMENT PROGRAMME LITERACY AND NUMERACY (NAPLAN) TEST RESULTS for 2015

All children in Years 3, 5, 7 and 9 prepare and sit for the National Assessment Programme Literacy and Numeracy (NAPLAN) test. The efforts of our staff and students have been rewarded handsomely with results that are 'above' or 'well above' National Average Scores in all areas.

NAPLAN TEST RESULTS for Years 3, 5, 7 and 9 in 2015

READING			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	447	426	96.3%
Year 5	524	498	99.1%
Year 7	569	546	99.1%
Year 9	609	580	100%

WRITING			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	452	416	99.1%
Year 5	517	478	99.1%
Year 7	559	511	99.1%
Year 9	611	546	97.3%

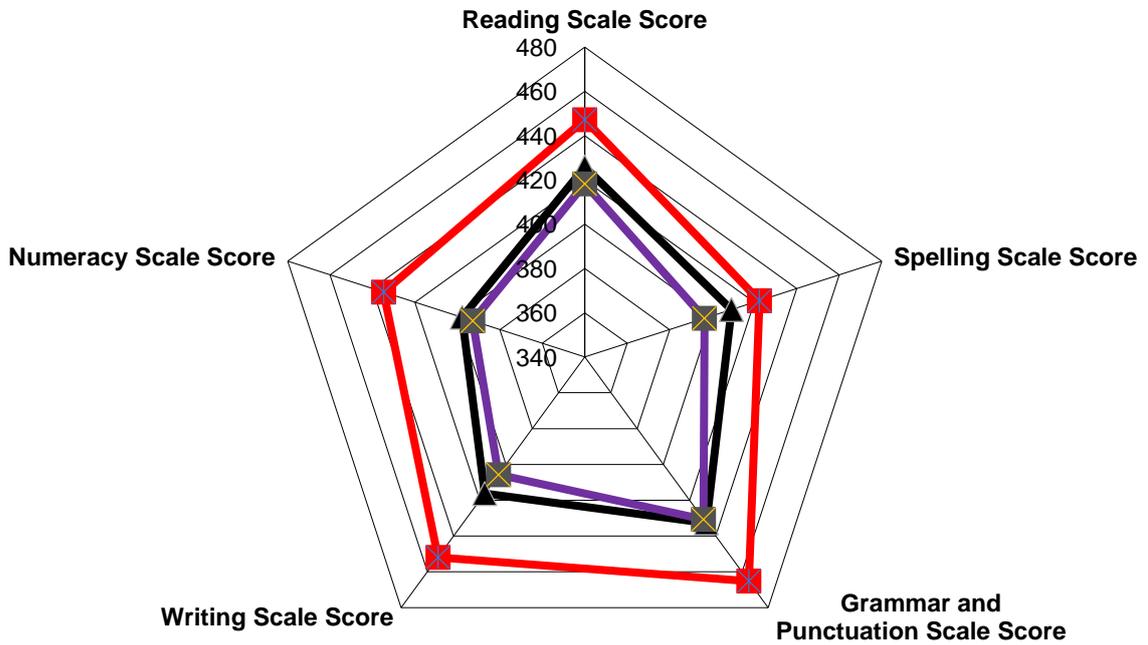
SPELLING			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	422	409	100%
Year 5	522	498	99.1%
Year 7	563	546	99.1%
Year 9	610	583	96.4%

GRAMMAR AND PUNCTUATION			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	465	433	99.1%
Year 5	550	504	99.1%
Year 7	559	541	98.2%
Year 9	612	568	100%

NUMERACY			
	Average Score (Coomera Anglican College)	Average score (National)	% of our students at or above the National Minimum Standard
Year 3	435	398	100%
Year 5	522	492	99.1%
Year 7	568	543	100%
Year 9	616	592	100%

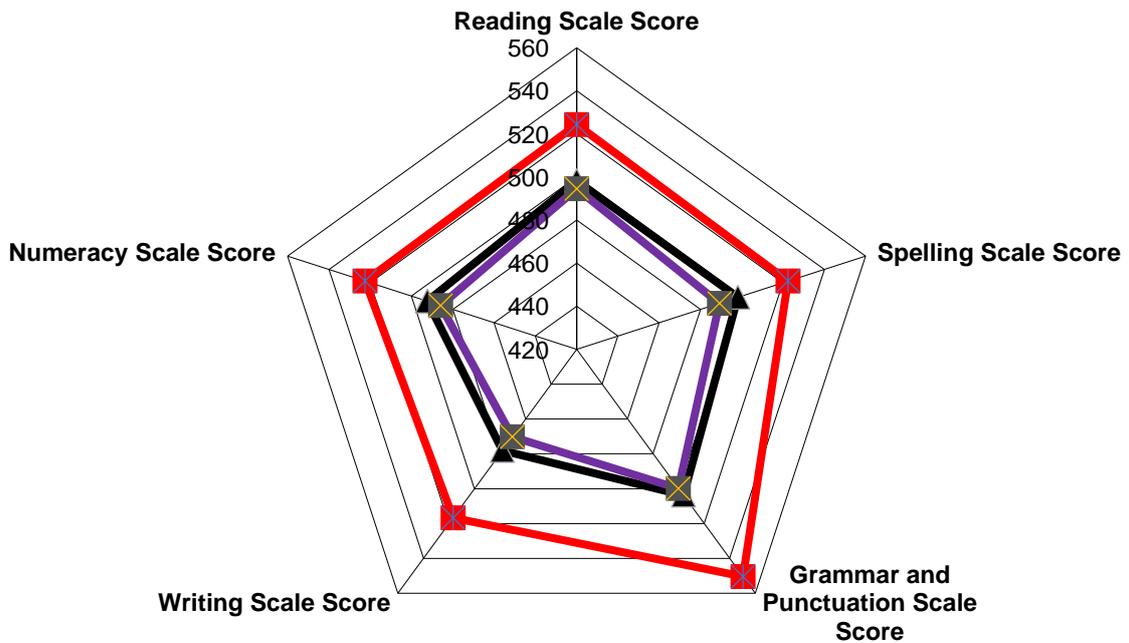
YEAR 3 SCALE SCORES

National SS Average
 x Qld Average SS
 x Filtered Average SS



YEAR 5 SCALE SCORES

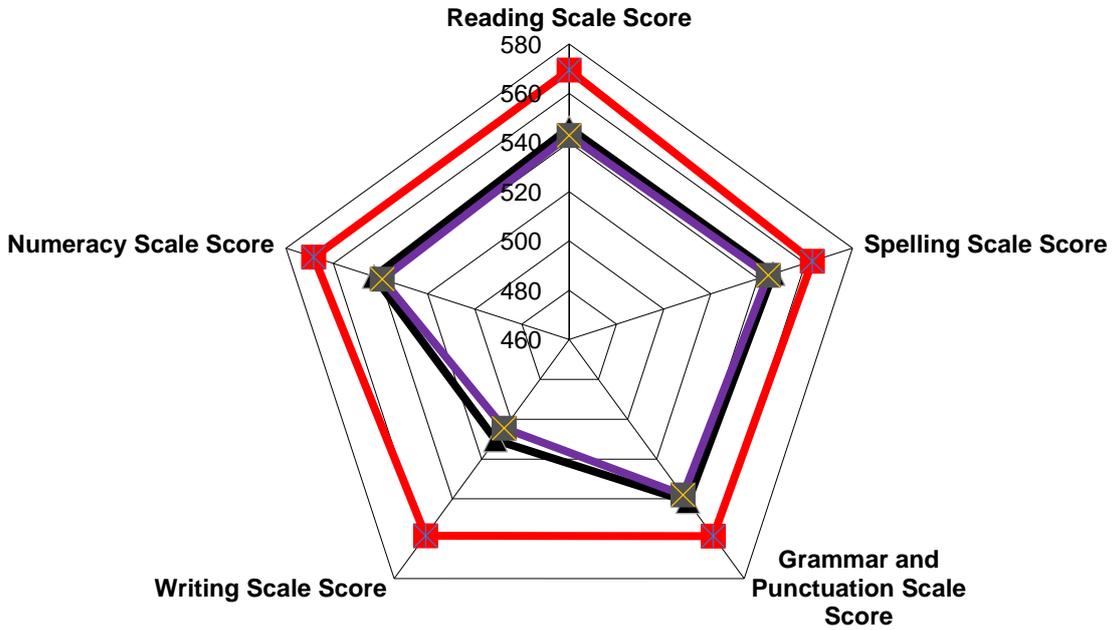
National SS Average
 x Qld Average SS
 x Filtered Average SS





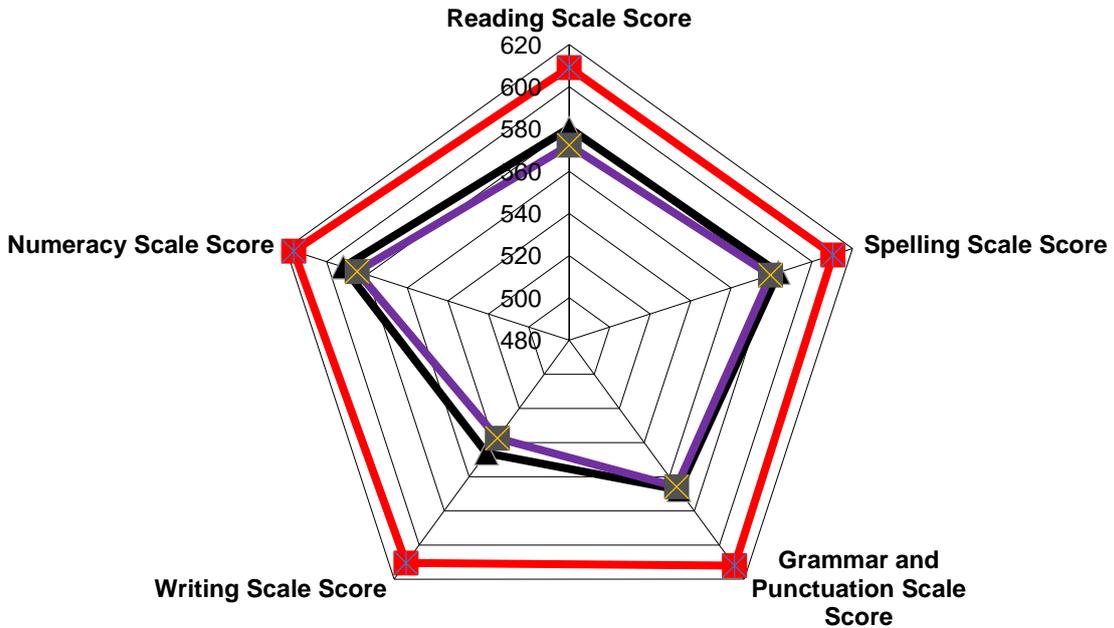
YEAR 7 SCALE SCORES

National SS Average
 Qld Average SS
 Filtered Average SS



YEAR 9 SCALE SCORES

National SS Average
 Qld Average SS
 Filtered Average SS



Apparent student retention rate:

Year 10		Year 12		Year 10 - 12 Apparent Retention Rate
Year	Enrol	Year	Enrol	
2006	87	2008	66	75.9%
2007	70	2009	54	77.1%
2008	74	2010	64	86.5%
2009	96	2011	96	100%
2010	105	2012	100	95.2%
2011	106	2013	95	89.6%
2012	106	2014	106	100%
2013	98	2015	89	90.8%

For 2015 Year 12 student enrolment as a percentage of the 2013 Year 10 cohort is 90.8%.

Year 12 Outcomes:

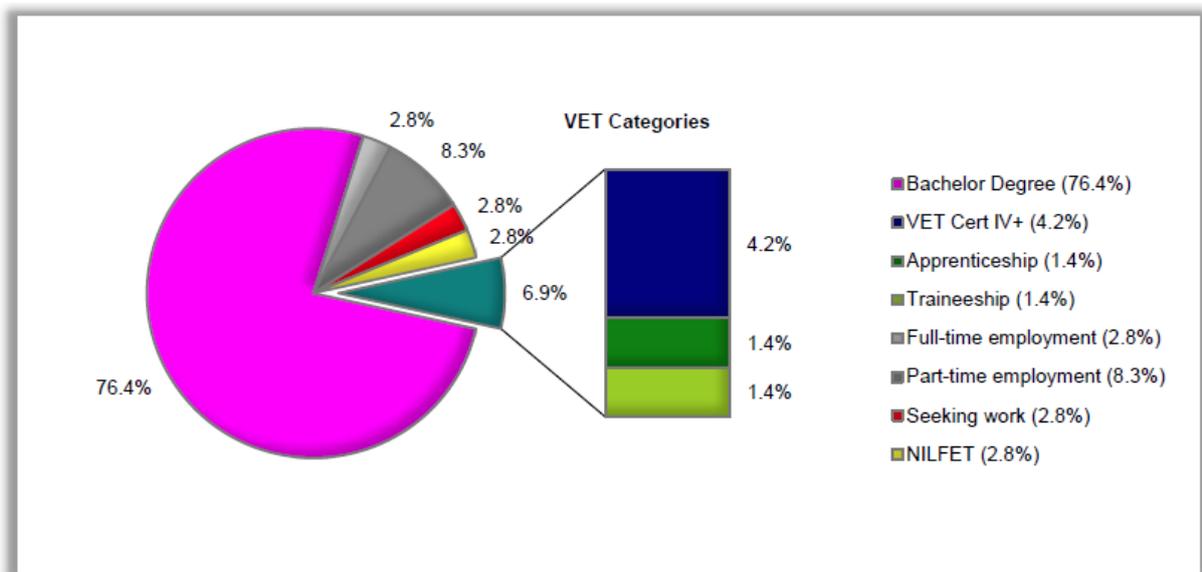
In 2015, our Year 12 students performed particularly well. While the following table indicates the strong performance of our students, it should be noted that ‘leagues tables’ do not necessarily reflect all the wonderful things that take place in any school. They are a mere snapshot of one aspect of a complex and total education. The value adding and holistic development of students that is a feature of our College cannot be measured in any table. Nevertheless, we are proud of the excellent results achieved by our Year 12 students in 2015.

Outcomes for our Year 12 cohort 2015	
Number of students awarded a Senior Statement	89
Number of students awarded a Queensland Certificate of Individual Achievement	Not applicable
Number of students who received an Overall Position (OP)	80
Number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)	1
Number of students awarded one or more Vocational Education and Training (VET) qualifications	12
Number of students awarded a Queensland Certificate of Education at the end of Year 12	88
Number of students awarded an International Baccalaureate Diploma (IBD)	Not applicable
Percentage of Year 12 students who received an OP1 - 15 or an IBD	87%
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%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer	95%

Post school destination information: - This is updated in September when the report is released.

The following table and pie graph illustrate the main destinations of Coomera Anglican College's 2015 graduates.

School Year 2015	Number of Students in each category	Percentage of Students in each category
University (degree)	55	76.4%
VET total (Cert IV+ III, I - II, apprenticeship, traineeship)	5	6.9%
Working full-time	2	2.8%
Working part-time/casual	6	8.3%
Seeking work	2	2.8%
NILFET	2	2.8%
Total Year 12 Responses	72	100%



Contact person for further information:

Ms Lorelle Armitage, Executive Assistant to the Principal can supply further information about our College policies (larmitage@cac.qld.edu.au). Further details are also available on the College website.

Our Enrolment Officer, Mrs Rachel Castles, can assist with a tour of the College Facilities or assist with enrolment enquiries. Phone: 07 5585 9900 or email: rcastles@cac.qld.edu.au