



AGNEW
SCHOOL

QUEENSLAND ANNUAL SCHOOL REPORT 2018



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PRINCIPALS MESSAGE

Queensland Regional Principal

Mr Damien Barry (M.Ed., B.Ed., Grad. Cert. Business Admin, Churchill Fellow)

As an organisation we continue to evolve and do so on many levels, from campus, to state, nationally and finally at a global level. As we evolve, our challenge remains to stay connected and to ensure that we have the same vision—to create life-ready students.

One way in which we have brought consistency to our story, is through our brand, but we are much more than a brand. Our brand is the visual representation of our organisation that delivers the initial connection across 130 campuses globally. While we are still known as Agnew School, we will soon be known as OneSchool Global QLD. We won't be a dozen schools with different names spread across several continents, we will become a single entity with variations based on geographic location which will make us unique. Agnew School will remain an important part of our history and our story.

Despite our brand changing, this is not what binds us together. Our connection comes from our shared vision, our strong sense of community, our common pedagogical approaches and our common digital platforms that allow us to collaborate and learn. These include self-directed learning, learning to learn, virtual communication, learning centres, our Learning Management System – Canvas and our Student Management System - Sentral, all of which we are now very familiar with and anyone within our organisation can have instant dialogue around them.

Whilst these are the cornerstones of what we do in our school every day, we recently added some new initiatives. These include Measures of Academic Progress (MAP) and EI, otherwise known as Educator Impact.

MAP allows us to use data to make informed decisions around the academic progress of a child, a cohort, a campus, a subject, or a region. EI allows us to collect evidence on a teacher's performance to identify areas of development. Add to this our bespoke Teacher Academy, and we have a very rich platform to build teacher capacity and improve student outcomes. On behalf of the staff and students of Agnew School, we remain excited about our future and look forward to embracing the exciting programs and initiatives that await us.

CONTEXTUAL INFORMATION ABOUT THE SCHOOL / SCHOOL OVERVIEW

Agnew School is an independent, co-educational school which operates in a network of Brethren Schools nationally and globally. Agnew School has 315 students enrolled across four campuses in Queensland, located in Brisbane, Darling Downs, Nambour and Wide Bay. Enrolment at the school is open to the children of all Brethren families and children of families who are willing and able to support the ethos of the School. The school has a rich academic program which is supported by an extensive ICT blended mode of teaching and learning. The School also offers a vibrant Co-curricular program which includes sport, music and community involvement.

School Ethos

At this School, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs. The truth and authority of the Holy Bible and strong family values underpin the commitment of the School to provide quality in every facet of education – curriculum, teachers, facilities, management and discipline – in a safe and caring environment.

Values Statement

- Integrity - uprightness, honesty and decorous conduct, governed by the Holy Bible;
- Care & Compassion - kindness, consideration and generosity to all;
- Respect - for all people, property, opinions and authority;
- Responsibility - for our actions, progress and the environment;
- Commitment - to self-discipline and the pursuit of excellence.

Learning to Learn Statement

The School is committed to creating and delivering learning programs that meet the educational needs of each student, and to nurture the attitudes and skills necessary for continual learning and personal growth throughout life. "Learning to Learn" means to use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfil their true potential.

Graduate Aims

- To learn how to learn.
- To become a positive contributor to community, family and workplace.
- To learn the skills to become self-directed, life-long learners.
- To explore and develop personal potential.
- To gain employability skills.
- To demonstrate qualities of leadership.
- To articulate thoughts and ideas effectively using a range of communication skills.
- To be critical users of information and technology.
- To uphold Christian values



SPECIFIC DETAILS PERTAINING TO AGNEW SCHOOL

Distinctive Curriculum Offerings

Agnew School offers a robust student focused curriculum delivering the endorsed Australian Curriculum and all other key learning areas in years 3 - 10. The school operates a two-year A/B rotating program in most subjects to enable depth and breadth of curriculum coverage which supports multi ages classes and caters for all learners through differentiation.

The Agnew School Senior Year 11 and 12 curriculum includes a broad range of QCAA endorsed OP and SAS subjects, some of which are delivered using Video Conferencing technology to maximise offerings to all campuses. Certificate III in Business is offered as well as a range of Vocational Education and Training (VET) options for years 11 and 12.

Learning Support is widely available across the school with a Learning Support Coordinator overseeing individual programs and trained staff on all four campuses working with students on programs, or as needs arise.

2016 - 2019 Strategic Plan

The 2016 – 2019 Strategic Plan aims at developing all students as self-directed and lifelong learners equipped with the skills for work and to be competent to lead meaningful and productive lives in the 21st century. Continuous improvement underpins the Strategic Plan and there are 6 key priority areas that we focus upon – Our Students; Our People; Our Learning; Our Community; Our Culture; Our Sustainability.

The school also has a comprehensive teacher performance and development process to provide teachers with feedback and support around their pedagogy. This tool aligns the school strategic goals, the Australian Professional Standards for Teachers, and the teacher's individual career goals, and is a pivotal part of the overall school improvement strategy.

Extra-curricular Activities

A broad range of extra-curricular activities are offered at Agnew School. These vary across the campuses including choral groups, orchestra, bands, photography, writing, debating and cooking. Outdoor activities include canoeing, swimming, fun-runs, inter-house sports days and athletics carnivals.

Social Climate

The School has a focus on supporting family life and both school and community work together to provide a safe, learning focused environment, for all students. Agnew School provides a comprehensive student induction for our incoming Year 3 students and an academically focused transition program for Year 7 students prior to entry into secondary school. The school places a great deal of value in the development of student leaders and therefore continues to facilitate a leadership program across a range of year levels with support from community members. Each year level has a pastoral care program called PTT or Personal Training Time which covers a range of topics, i.e. career education, goal setting, study skills, and development of character traits such as resiliency, integrity and honesty.

Form classes are vertically structured to provide a supportive peer network. A comprehensive Student Management Policy and strategies to discourage bullying, are constantly reinforced by all members of the school and the community. Academically inspired days and incursions including history day, medieval day, entrepreneurship day and book character days all of which involve students, staff and families, have been instrumental in creating a positive social climate across the whole school community.

Parental Involvement

Parents are encouraged to participate in their children's education at Agnew School and each campus has a P & F Committee. Parent and community volunteers assist in mentoring students, facilitating work experience and work readiness programs, office administration, classroom support programs, management of library resources, maintenance of buildings and grounds, supervision of excursions, tuck shop and are particularly active in the area of fund raising.

Parent, Teacher and Student Satisfaction with the School

For additional satisfaction data, refer to enrolment rates and the teacher retention rate in this report.

Agnew parents are invited to maintain close communication with the staff and can arrange interviews at any time through school administration staff. Formal Parent /Teacher interviews are conducted twice a year and all feedback is followed up.

Parent satisfaction surveys conducted in 2018 focused on achievement of the strategic goal focus areas to inform future improvement. Student and parent satisfaction surveys had a strong emphasis on Self- Directed Learning and the development of graduate attributes.

The responses indicated that students understood the school motto of "Learning to Learn", they are very positive about Self-Directed Learning and are aware that Self-Directed Learning will develop the skills they need for their future. Students are aware of who to seek help from although they don't always hand in drafts and seek help. They were also aware of the skills needed for the workplace and understand that SDL was instrumental in preparing them for this.

A staff survey was also conducted at the start of the 2018 school year. Results from this survey indicated a very high degree of satisfaction.

School Funding broken down by Funding Source

These Agnew School outcomes may be found by visiting [My School](#).



STAFFING INFORMATION

Teaching Staff composition, including Indigenous staff:

Female staff (non-Indigenous)	Female staff (Indigenous)	Male staff (non-Indigenous)	Male staff (Indigenous)
27	0	12	0

Qualifications of all Teachers:

Qualification	Number of classroom teachers and school leaders	16 of the 39 teachers (41%) hold more than one qualification.
Doctorate	1	
Masters	7	
Graduate Certificate/Diploma or Hons	1	
Bachelor	31	
Advanced Diploma, Associate Degree	0	
Diploma	0	
Certificate	0	

Teacher Participation in Professional Development

Teachers are provided with substantial school provided time and forums for their professional development. This involves internal facilitated days as well as external seminars and workshops. Two, four-day residential staff development programs are the major internal whole school staff professional development events each year. The 2018 programs included unpacking the annual strategic goals; whole school moderation and curriculum and policy development; Australian Curriculum and subject specific focused planning sessions for program review, rewrite and assessment development; QCAA specific curriculum development; guest presenters; SDL training; VC training; Canvas course development and workplace health and safety inductions. The Academic Principal and School Administrator also attended a number of interstate school leaders' forums with other OneSchool Leaders.



Professional Development undertaken by Teachers (not limited to):

Conference	World Edulead Conference Home Economics Institute of Aust QLD State Conference
Curriculum	Co-starters Facilitator Developing courses and introducing Digital Technologies for Yr7-10 for 2019 Digital Learning Engaging in active learning - focusing on Maths methods and specialist Maths English Senior Syllabus Graphics Panel Meeting ISQ Curriculum Briefing ISQ Early Childhood Professional Learning Day ISQ State Forum - STEM Panel Verification Planning Meeting for English & Humanities 2019 new curriculum QCAA Accounting - changes to Syllabus QCAA Business - new Syllabus Implementation QCAA Digital /Solutions Syllabus Implementation QCAA Endorsement PD QCAA English Senior Syllabus Implementation Workshop QCAA Essential - new Curriculum for 2019 QCAA Essential Maths Senior Syllabus implementation workshop QCAA General Maths Senior Syllabus Implementation Workshop QCAA Implementation Workshop for General Mathematics 2019 QCAA Improving Writing using feedback in Years 7-9 Workshop QCAA Legal Studies - new Syllabus Implementation QCAA Mathematical Methods Senior Syllabus Implementation workshop QCAA Moderation QCAA NAPLAN Online QCAA Senior Design Syllabus Workshop QCAA Senior Syllabus Implementation QCAA Twilight Workshop Accounting 2019 Syllabus QCAA Year 12 Pre-Vocational Moderation meeting
Learning Support	ASDAN Assist ASDAN students prepare for ASDAN moderation ASDAN Professional Development Program ASDAN Program Delivery Training iPad Application Training for Differentiation ISQ Celebrate the work of Special Assistance Schools ISQ EAP Verification Process Updates ISQ NCCD 2018 ISQ Working with Students with Disability ISQ Working with Students with Hearing/Vision or Physical Impairment
Teacher Academy	Aspiring Leadership Creating Engaging Learning Digital Learning Coach Training Day Digital Technologies Effective use of Digital Tech in the Classroom e-Learning Course Instructional Coaching Leadership Course Role of Learning Centre Coach Shoulder to shoulder Peer Coaching Program Supervising/ Coaching/ Organising Debating competition

Training	ADHD & ASD Positive Behaviour Strategies TA's working with Aboriginal & Torres Strait Islander Students TA's working with Students with Disability & Behavioural Problems Teacher Aide Workshop - Level 2 The Developing Brain-Brain Development & Strategies for Best Practice Tough Conversations Working with Students with Autism Spectrum Disorder
Workshops	Prep reading and writing workshop

Summary of Professional Development for 2018 (current and terminated staff):

Total Number of Teachers participating in at least one activity	43
Total Expenditure on Teacher Professional Development	\$72,564.47
Average Expenditure per Teacher	\$1649

Average Attendance, based on unplanned absences of sick & emergency leave periods of up to 5 consecutive days:

Number of Teaching Staff with Unplanned Absences	39
Number of Teaching Staff School Days	201
Total Number of Teaching Staff Absence Days	227
Average Teaching Staff Attendance Rate	97%

Teaching Staff retained from the previous year:

Number of permanent teaching staff at end of the previous year	Number of permanent teaching staff retained this year	% retention rate
41	34	83%

Further information is available on [My School](#)

KEY STUDENT OUTCOMES

Enrolment by Campus

YEAR LEVEL	BRISBANE	WIDE BAY	NAMBOUR	DARLING DOWNS	YEAR TOTALS
3	6	4	1	5	16
4	19	1	4	8	32
5	15	4	6	4	29
6	22	4	4	10	40
7	19	3	7	11	40
8	12	6	6	3	27
9	14	4	2	7	27
10	13	7	3	12	35
11	14	3	2	6	25
12	22	10	3	9	44
TOTALS	156	46	38	75	315

Average student attendance rate (%) for each year level:

Year Level	Average attendance rate for each year level as a percentage
3	95%
4	93%
5	94%
6	93%
7	94%
8	94%
9	93%
10	90%
11	88%
12	90%

Average student attendance rate (%):

Number of Students	315
Number of School Days in Year	191
Total Number of Student Absences	4755
Average Attendance Rate %	92%

How non-attendance is managed by the school

If a student is absent due to illness, or family emergency/misadventure, the parent must notify the campus by telephone in the morning and send in a note the day the student returns to school. Agnew School diaries have a tear out slip for Absentee Notes. All other forms of absence require approval by the State Principal.



Benchmark Data: (results obtained from the year 3, 5, 7 and 9 NAPLAN testing)

READING			
Year	Average Score (School)	Average Score (National)	% of students at or above national minimum standard
3	459	434	100%
5	511	509	95%
7	560	542	99%
9	573	584	88%

WRITING			
Year	Average Score (School)	Average Score (National)	% of Students at or above national minimum standard
3	405	407	92%
5	454	465	88%
7	504	505	95%
9	540	542	92%

SPELLING			
Year	Average Score (School)	Average Score (National)	% of Students at or above national minimum standard
3	421	418	95%
5	503	502	95%
7	558	545	100%
9	595	583	100%

GRAMMAR & PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% of Students at or above national minimum standard
3	439	432	100%
5	527	504	100%
7	558	544	100%
9	579	581	92%

NUMERACY			
Year	Average Score (School)	Average Score (National)	% of Students at or above national minimum standard
3	427	408	100%
5	499	494	95%
7	569	548	100%
9	603	596	100%

Year 12 results

Number of Students in Year 12	OP Eligible	Non-OP Eligible
44	18	26
Of the 26 non-OP eligible students, 19 students achieved a QCE and 10 students successfully completed a Certificate III VET course.		

OP Range	State Average	School Average
1-5	22%	28%
1-10	53%	61%
1-15	82%	94%

Number of Students that attained a QCE	% of students that attained a QCE (School)	% of students that attained a QCE (State)
39	88%	94%

Number of Students that sat the QCST	% of these Students that achieved A or B (School)	% of these Students that achieved A or B (State)
17	52.9%	46%

For more detailed information visit [My School](#)

Retention rate of Year 10 students from 2016:

	Year 10	Year 12	Retention rate %
Number of Students	44	44	100%

Post-School Destination Information:

At the time of publishing this School Annual Report, the results of the 2018 post-school destinations survey, *Nest Steps – Student Destination* report for the school was not available. Information about these post-school destinations of our students will be uploaded to the School's website in September after the release of the information.





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