



Calamvale Community College

ANNUAL REPORT 2016

Queensland State School Reporting

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

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Department of Education and Training

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School Overview

Calamvale Community College opened in 2002 and currently has 2050 students from Prep to Year 12. Our College provides exceptional academic, cultural and sporting opportunities which meet and exceed the expectations of our community. Our International Students Program with 76 students and International Baccalaureate candidacy P-6 and 11-12, create unique opportunities for our students to engage with the world as global citizens educated and nurtured with the core College values of respect, responsibility, resilience and initiative. All students are members of one of our four Houses, Cobar, Tharah, Keera and Boree named from the indigenous language of earth, wind, water and fire and our Colleges rests on Jagera land.

The College hosts a strong cohort of International Students enrolled across Years 3-12 and is supported by a network of homestay families. In addition, there are 13 professional visits each year and 10 study tours from our sister schools in Taiwan, China and visiting groups from Japan, China and Korea. This constant interaction with students from throughout the region provides authenticity to our global education concept.

The College's facilities include a 3-court high performance sports centre, in which students train, a fully equipped gymnasium and professional courts. The three 3 ovals are used out of hours by local sporting clubs and are home to the Calamvale Tigers AFL. Students participate in an extensive range of sporting activities including three major carnivals each year.

An active and energetic Parents and Citizens Association ensures families' viewpoints are at the heart of the College's operations and that extra funds raised further improve our children's educational environment. The College was one of Queensland's first Independent Public Schools has been acknowledged with a State Showcase Award for Excellence in Innovation, an Order of Australia Awards for Citizenship and most recently DET International Award for Innovation in Supporting Student Experience.

Principal's Forward

Calamvale Community College continues to consolidate and review with the following key objectives:

- Shared and Embedded College Philosophy and Expectations across P-12 encapsulating the vision:

***Inspiring Learning
Engaging our Community
Challenging our People***

- Alignment in the achievement of the key learning deliverables across the College, ensuring that CCC is a high performing Education Queensland learning facility

- Development of a leadership in learning culture across the College focused on our purpose:

***Delivering outstanding educational outcomes in an agile and thriving P-12 learning community
where our people are: creative and critical thinkers; problem solvers; citizens of the world***

Our College has embraced its multicultural diversity and expanded arrange of signature programs providing unique and diverse opportunities for the students within our community. These programs include:

Mandarin Immersion Years Prep and One

Mandarin P-12

IB PYP Candidacy

APEX academic excellence

ADP athlete development

Specialised STEAM program

Aeroskills

Hospitality Excellence

A range of Certificate Courses

IB Diploma Candidacy

Facilities upgrades have necessitated \$800 000 expenditure across 2015/16 to support digital learning and collaborative classroom contexts as well as replace playground equipment, expand STEM facilities and develop specialist areas in sport, performing and visual arts.

This report will document the progress made towards our College vision through a plan of focussed and targeted development. This is part of a three year plan, at the end of which (2017/18) CCC intends to be the school of choice within the Calamvale/South Metropolitan area.

Lisa Stammer

Executive Principal

Introduction

The 2016 Improvement Agenda demonstrated the tipping point as the College moved from meeting expectations to moving beyond expectations. Our focus is always student achievement and community perception which is supported by continuous improvement of teaching and learning.

School Progress towards its goals in 2016

Improvement priority: Reading and Numeracy 3,5,7,9

Actions	Targets	Timelines
College-wide system of individualised student tracking evidenced by Individual Personal Learning Plans and Class Data Action Plans. Individual improvement is tracked by teaching teams on a cyclical basis and used to inform planning and practice.	National Average U2B	Achieved Qld Average 2016 NAPLAN Data Achieve National Data 2017

Intervention by Literacy and Numeracy Coaches supporting plans in both areas to directly address this target at a year level and Class Data Action Plan level Targeted College-wide Reading, Spelling and Numeracy Program delivered by all staff Targeted intervention for individual students not progressing effectively toward goals.	Exceed National Average NMS Numeracy	2016 NAPLAN
Actions	Targets	Timelines
Embedding of Sounds to Letters Spelling Program, with associated professional development for staff and parents	Meet Naplan National Average -Spelling	2017 NAPLAN
Target Program for Grammar and Punctuation supporting teacher knowledge and delivery	Meet Naplan National Average -G&P	2017 NAPLAN

Improvement priority: Senior Exit Results

Actions	Targets	Timelines
Development of a College Coaching Culture supporting teachers' learning and teaching across P-12 through an Intentional and Reflective Pedagogical Practice Framework.	85% 1-15 15% 1-5 58% 1-10 100% QCE	
All staff to participate in observation and feedback sessions with members of the coaching team and Heads of Programs Development of pedagogical practice to ensure that school assessment and standardised test data are aligned.	All staff have 4 observations one coaching module end 2017	2016 completed observations and 50% modules
Actions	Targets	Timelines
Improved SET Planning Increased Community Links for SAT Increased Certificate offerings through RTO Mentoring Individual students through House Leaders system to achieve completion	All non-OP students exiting Year 12 Cert 3 or above	2016

Future Outlook

School Improvement Priorities 2017

Improvement priority: Student Focused Pedagogy

Actions	Targets	Timelines
Student-centred teaching: collaborative inquiry rigorous	Yr 10 90% A-C P-9 85% A-C 3/5/7/9 U2B Targets	2017
Adoption of Pedagogical Framework as basis for learning monitored through IRP; student voice; planning; assessment; LOA	30% Class time led by teachers	
Actions	Targets	Timelines
Student Engagement	SDA 5% below State SOS Behaviour 95%	2017
Positive Education Program for staff	SOS 2084	2017
P-12 House Culture for students	92/95% Attendance	2017

Improvement priority: Feedback to Parents and Students

Actions	Targets	Timelines
Development of an explicit and transparent feedback cycle	SOS Feedback/Interested 100% U2B targets Authentic Reporting Cycle	2017
Students: PLP CDAP Planning Formative Testing Reporting Data Walls/Ladders used as the monitoring device		
Staff: Student Outcome Data Reviews IRP Profile APDP used as a monitoring device reflecting responses		

Improvement priority: Spelling

Actions	Targets	Timelines
Implementation of Spelling Strategy P-12 Monitored through formative testing, IRP, Data Walls	3-9 National Mean 10-12 Incremental individual improvement in Communication Criteria (PLP/LOA)	2017/8

Our School at a Glance

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	2197	1076	1121	66	93%
2015*	2099	1015	1084	73	94%
2016	2044	972	1072	82	93%

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

Calamvale's student body is increasingly drawn from the Calamvale-Stretton catchment area. This electorate is the most multicultural in the state and our student composition is reflective of this. In a harmonious community we boast Australian student from Chinese, Taiwanese, Indian, Polynesian, African and European communities. There are 66 cultural groups represented at our College, speaking 20 languages and 76 International Students.

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	26	22	23
Year 4 – Year 7	26	25	26
Year 8 – Year 10	25	25	24
Year 11 – Year 12	20	20	18

*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

Our Approach to Curriculum Delivery

Calamvale Community College has a College-funded and administered Playgroup operating once a week on Wednesday and staffed by teachers and trainee students from the College's Certificate Three program. This group currently has 40 families involved, many of whom move to the on-site C&K Kindergarten for the pre-Prep year. As well as liaising closely with surrounding kindergartens and daycare centres, CCC offers an end of year one week pre-Prep program to support the transition into school.

Junior School

Chinese Immersion Prep

2016 is the first year of Chinese Immersion for a single class of Prep students. Entry to the class is by application and involves an interview and testing. After 6 months our Prep students have displayed an outstanding proficiency within the language including participating in regional public speaking competitions. Students study English and Mathematics in English and then negotiate their Inquiry Learning cross-curricula studies including history, science and the arts in Chinese language with a background speaking teacher and teacher aide in the classroom. This has been a significant development for the College and has grown alongside the International Baccalaureate candidacy 2016.

International Baccalaureate Candidacy 2016

Our Junior students have the opportunity to participate in inquiry-based learning centres which have a strong student focus and are grounded in the IB Learner Profile Attributes. As our young students graduate from our CCC Playgroup, through the onsite Kindergarten and into their school years, they are imbued with a sense of belonging and inclusion with our community. Students in the upper years of Junior school have frequent opportunities to participate in STEAM and extended curriculum competitions, they are encouraged to challenge themselves and celebrate their successes. All students in the Junior School have the opportunity to bring their own digital device to augment their learning and all students learn Chinese (Mandarin) through P-8. The results have been outstanding with students frequently exceeding all expectations in the demonstration of their learning. For more information: <http://www.ibo.org/>

Learning Communities

Junior School is structured around shared facilities based on individual year levels and single year classes. Students experience the security of a single class structure and the flexibility of shared open learning spaces when it is required. Teachers often remain with a class for two years, ensuring that their knowledge of students' learning is not lost and individualised learning is maximised.

Secondary School

Following the amalgamation of our senior middle schools, our College has enjoyed the benefits of shared practice and processes across these junctures and whilst there is a very distinct Junior Secondary phase, it is also closely connected to the Senior Years.

Junior Secondary

As students move through the College into Junior Secondary, they take their digital devices with them and have the option of a small locker. Throughout Years 7-9, they have the opportunity to participate in two of our signature programs, APEX (Academic Excellence) and ADP (Athlete Development) both of which have cultivated some impressive outcomes for students in university course entry and sporting competitions. The STEAM program is supported by a refurbished laboratory housing robotics, 3d printing and laser-cutting devices which extend the early constructivist blocks, simple machines and coding of Junior school years. There are pathways for acceleration within the College but it is hoped that low risk-high challenge programs such as STEAM support extended engagement. In years 7 and 8 students sample a full range of electives making selections in Year 9 and 10 in preparation for senior.

Junior Secondary students are grouped into single classrooms with two teachers for four subjects (English, Mathematics, Science and Social Sciences) in Years 7 and 8. The elective subjects are offered across the year in a sampling format to support students' understanding of the various disciplines before they are required to make selections in Year 9. All students study Chinese language through to the end of Year 8 and HPE through to the end of Year 9. In Year 9, students are provided with increased choice in the subjects they elect to study and a greater variety of teachers in the Core Areas.

There are two specialist courses offered in Junior Secondary, providing students who excel in each area to specialise in that discipline.

Academic Excellence Program (APEX) is designed for students with demonstrated high levels of academic ability.

- Incorporating the Design thinking
- Places students with like-minded classmates in a rich learning environment that is challenging and stimulating.
- Designed so that the curriculum is enriched, compacted, accelerated
- Engages with International Students throughout the year
- Students will have contact with leading industry professionals, take part in competitions and have access to mentoring programs.
- Curriculum is differentiated to cater for each individual's unique strengths and growth areas. Students are accelerated where appropriate.

Athlete Development Program (ADP) is specifically designed for students with demonstrated high levels of athletic ability and focuses on the development of knowledge, understanding and self-discipline required for high performing students.

The program is especially designed for students with demonstrated high levels of athletic ability and focuses on the development of knowledge, understanding and self-discipline required for high performing athletes.

- Students are placed in a rich learning environment with like-minded students who are passionate about sport, fitness and a healthy lifestyle.
- Curriculum is enriched and specifically focused on developing socially, physically and academically well-rounded young athletes.
- Curriculum is tailored to provide smooth pathway projection into OP Senior Physical Education and also Fitness industry standards through the Certificate fitness courses.
- Students are provided subject support intervention strategies to ensure subject grades are passed as is the expectation in ADP.

Senior Secondary

Senior students may elect a tertiary pathway with excellent links to University of Queensland, QUT and Griffith University. The College has many points of engagement with all universities throughout the secondary years. Accreditation in International Baccalaureate would provide an additional certification process, alongside the Queensland program, appealing to our many internationally-based students and including specialised pathways into university. If a vocational pathway is a preference, CCC is one of only two state facilities with a fully licenced restaurant managed by two fully qualified chefs offering kitchen operations and front of house courses. Aeroskills is another program with vocational and tertiary pathways, as well as robotics and engineering choices.

EALD students are able to study English with supported tutoring to ensure that their language proficiency will support their future study plans.

Hospitality School of Excellence

The College has an industry-standard kitchen and a fully functioning licenced restaurant which operates in terms 2 and 3 on Wednesday night. Students complete Certificate 2 in both Front of House and Back of House Hospitality and work closely with industry in their final two years, supporting catering companies at a range of events and occasions, including at Suncorp Stadium. The College also has a number of students completing traineeships at Greenbank RSL making these young people work-ready, when they graduate.

Aero Skills

As part of Year 10 Robotics, students design and build Unmanned Aerial Vehicles (UAVs) with the support of an industry partner. Students are also able to undertake further study in Years 11 & 12 in this area via our Aero Skills Studies course.

The College also offers a range of certificate 2 and 3 courses in business, fitness, technology, work practices and the arts.

Co-curricular Activities

As an Arts-rich College with a Performance Excellence Program, our instrumental music program involves nearly 200 students who are able to audition for a range of bands and ensembles. Unique to CCC is the Taiko Drumming Ensemble of Japanese drums which captivate the audience whether on site in CPAC or performing in the community. The Company is a dramatic performance group presenting two performances a year and then opening its auditions to a P-12 Musical. The Arts Expo and Moscars capture the creative essence of our students and showcase this to the community, reflecting its diversity and its uniqueness.

Over 200 students are involved in the Instrumental Music program and our ensembles regularly win medals at competitions. Our students were eager participants in the Karawatha Honours Music Camp and have achieved gold, silver and bronze at Fanfare.

The College has a lively strings program beginning at Year 3 and continuing through to the Conservatorium. The current member numbers more than 30, with more advanced instruments being purchased and guest performers and conductors, a regular event.

Our cheerleaders, consisting of 4 squads across primary and high school continue to demonstrate excellence winning many trophies along the way. The Cheetahs were especially successful taking out three First Placings and three Scholastic Grand Champion banners!

The College has large numbers of students participating in inter-school sport – over 1400 in 2016. Over 100 students represented the College at the Karawatha and/or Sunnybank District. Students have had great success at district, state and national levels across a wide range of individual and team sports.

For more information visit <https://calamvalecomcoll.eq.edu.au/Pages/default.aspx>

How Information and Communication Technologies are used to Assist Learning

All classrooms are equipped with data projectors across all year levels. Students are encouraged to bring their own digital devices to support their learning. iPads are encouraged to Year 5 beyond which any device is acceptable, although a mobile phone will not be used for more than browsers purposes where permitted in class at all. The College supports both Apple and Microsoft platforms.

The classrooms operate on a 'blended' curriculum philosophy with devices used as appropriate to the learning in that discipline at the time. Digital devices are remarkable resources that easily offer methods of differentiation to allow various students to access curriculum in a range of ways – flipped learning is a particularly advantageous method of learning which maximizing the teamwork and collaboration of the classroom. Higher order thinking tools scaffold student ideas and give visual representation to ideas and thoughts. Students increasingly utilise devices to collaborate and create knowledge.

<http://www.education.vic.gov.au/Documents/about/research/blendedlearning.pdf>

Lockers are available for student use upon request.

The College has global connections facilities to support interaction with other schools overseas and to provide face to face learning and engagement beyond our local community. The Library has laptops available for student use and there are five computer labs across the College.

Social Climate

Overview

The College provides a calm, welcoming and encouraging environment whose multicultural diversity ensures that there is a culture of tolerance, acceptance and celebration of diversity. We are a Positive Education school with this program embedded within the staff and student relationships and reflected in the curriculum. Our House structure P-12 is a means of ensuring belonging and provides a structure to support student engagement and the highest levels of achievement. Our College uses a process of restorative justice to address student behaviour issues. There is no tolerance of bullying and parents are encouraged to have an open and supportive partnership with our staff.

The College values are the underpinning of its social fabric. These provide the construct that gives meaning to all other aspects of school life.

Respect: Valuing our self, others and the diversity of our world

Responsibility: Being accountable for one's actions and contributing through service to the College and community

Resilience: Having courage to overcome challenges by building positive connections with self and community

Initiative: Identifying opportunities with a readiness to respond innovatively to achieve a positive outcome

The College operates on a platform of social welfare and well-being similar to that of School Wide Positive Behaviour. There are clear expectations of engagement across staff and students and these are publicly and transparently shared with the community. This program is taught through well-being classes held weekly in the secondary school and throughout the Junior School classrooms. 2016 is the second year the College has had a designated time for this engagement and learning.

123 magic operates in the Junior School and a House System in the Secondary School, both intended to support students' engagement in their learning and the gradual release of responsibility to themselves and others. Expectations are high and students are supported in their achievement of these through wellbeing staff allocated to each class and the community staff who operate within the College:

2 Guidance Officers

Chaplain

Youth Support Worker

Adopt-a-Cop

Community Health Nurse

These people support the College well-being program and offer guidance and understanding for the students when needed.

Overwhelmingly the College population is cooperative and committed to the values of the College and demonstrates through attendance at carnivals, events and in daily learning that they are proud of their College and themselves.

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)	89%	92%	89%
this is a good school (S2035)	88%	91%	90%
their child likes being at this school* (S2001)	90%	93%	93%
their child feels safe at this school* (S2002)	92%	96%	92%
their child's learning needs are being met at this school* (S2003)	87%	90%	87%
their child is making good progress at this school* (S2004)	88%	89%	87%
teachers at this school expect their child to do his or her best* (S2005)	93%	96%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	86%	86%
teachers at this school motivate their child to learn* (S2007)	89%	89%	91%
teachers at this school treat students fairly* (S2008)	84%	83%	86%
they can talk to their child's teachers about their concerns* (S2009)	89%	92%	96%
this school works with them to support their child's learning* (S2010)	90%	88%	91%
this school takes parents' opinions seriously* (S2011)	86%	84%	82%
student behaviour is well managed at this school* (S2012)	79%	82%	83%
this school looks for ways to improve* (S2013)	87%	93%	92%
this school is well maintained* (S2014)	90%	98%	94%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	95%	94%
they like being at their school* (S2036)	93%	94%	92%
they feel safe at their school* (S2037)	94%	92%	94%
their teachers motivate them to learn* (S2038)	94%	94%	91%
their teachers expect them to do their best* (S2039)	99%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	92%	93%	90%
teachers treat students fairly at their school* (S2041)	83%	81%	80%
they can talk to their teachers about their concerns* (S2042)	81%	83%	73%
their school takes students' opinions seriously* (S2043)	79%	86%	78%
student behaviour is well managed at their school* (S2044)	81%	79%	82%
their school looks for ways to improve* (S2045)	96%	95%	90%
their school is well maintained* (S2046)	85%	90%	93%
their school gives them opportunities to do interesting things* (S2047)	89%	93%	90%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	97%	90%	98%
they feel that their school is a safe place in which to work (S2070)	97%	95%	100%
they receive useful feedback about their work at their school (S2071)	86%	82%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	84%	78%
students are encouraged to do their best at their school (S2072)	99%	97%	99%
students are treated fairly at their school (S2073)	98%	95%	98%
student behaviour is well managed at their school (S2074)	93%	90%	95%
staff are well supported at their school (S2075)	93%	77%	91%
their school takes staff opinions seriously (S2076)	89%	76%	90%
their school looks for ways to improve (S2077)	98%	97%	96%
their school is well maintained (S2078)	100%	98%	98%
their school gives them opportunities to do interesting things (S2079)	94%	87%	93%

* 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

Our Parents and Friends Association is a vibrant team who are engaged in every aspect of the College life. Together with the College Council, our parents and community representatives are a source of advice and support for the College.

There are two community groups who meet at the College, Calamvale Community Business Network and Calamvale College and Community Alliance, both support our students in the transition from school to work. There is a strong program of traineeships and apprenticeships and business people support classroom learning through presentations and speeches.

The College has an extensive support base within the multicultural community with WAMCI as a partner to the College and a range of cultural community groups who participate in a wide variety of student-focused activities.

Students with special learning needs are supported through a program of case management and in-class differentiation. We have teachers working in each phase of learning phases supporting early childhood through to adolescent pathways.

Respectful relationships programs

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

The Positive Education Program together with the candidacy PYP IB Learner Profile ensure that our College prioritises relationships. Through both wellbeing and curriculum programs, issues of respectful relationships, drug education and sexual health are addressed with all students.

Our wellbeing program embedded in advisory classes targets age appropriate lessons with teachers who have long term relationships with these students. In Junior School teachers work with cohorts and in Junior Secondary and in Senior Secondary advisory teachers remain with classes for three years at a time.

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	210	232	202
Long Suspensions – 6 to 20 days	13	10	14
Exclusions	8	5	6
Cancellations of Enrolment	8	4	6

* 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

Student-led groups have provided a framework for improved student and teacher use of electricity including turning of lights and fans in rooms that are unoccupied. Water use has been reduced due to the refurbishment of drainage and playground facilities and the increased use of artificial grass in areas of high traffic.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	781,377	32,373
2014-2015	762,299	43,044
2015-2016	714,849	16,604

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

Sector:

Government

Non-government

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	159	67	0
Full-time Equivalent	147	48	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	10
Graduate Diploma etc.**	50
Bachelor degree	76
Diploma	5
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 \$140 000.

The major professional development initiatives are as follows:

- Spelling: Sounds to Letters whole of staff with emphasis on Junior School
- Thinking Skills Prototype professional development in Junior Secondary years
- Completion of mandatory training for certificate courses.
- IB PYP Training for all Junior School staff
- Moderation training and inter-school collaboration
- First year and new teacher ESCM and curriculum support

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 92% of staff was retained by the school for the entire 2016.

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 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	91%	91%	92%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	88%	89%

*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	93%	92%	93%	93%	93%	93%	94%	93%	92%	90%	89%	88%	88%
2015	93%	92%	93%	92%	92%	92%	93%	92%	92%	91%	91%	89%	90%
2016	94%	93%	93%	93%	94%	93%	93%	93%	92%	92%	91%	90%	89%

*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.

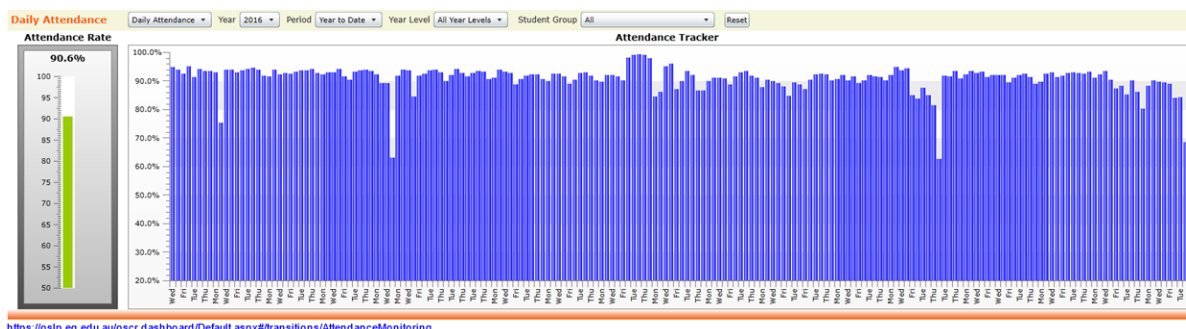
DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:

Description of how non-attendance is managed by the school

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.



<https://slp.eq.edu.au/oscr/dashboard/Default.aspx#transitions/AttendanceMonitoring>

Student Attendance at Calamvale Community College is at a very high level across the P-12 classes. All rolls are marked during every lesson in the secondary school. Absences are followed up and checked on a daily basis with confirmations weekly through advisory teachers then House Leaders and Heads of House for students below the expected 85%.

Both Junior and Secondary phases have student support committees staffed by Principals, deputy principals, guidance officers, nurse and Youth Support Coordinator (secondary). These committees triage students who are demonstrating underperformance, aberrant behaviour or serious issues within home and family.

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

Sector:

Government

Non-government

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	191	173	155
Number of students awarded a Queensland Certificate of Individual Achievement.	0	1	0
Number of students receiving an Overall Position (OP)	67	51	49
Percentage of Indigenous students receiving an Overall Position (OP)	0%	0%	20%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	33	18	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	133	146	136
Number of students awarded an Australian Qualification Framework Certificate II or above.	123	123	128
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	182	172	155
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.	66%	76%	90%
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.	97%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	97%	98%

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
2014	7	12	25	19	4
2015	7	19	13	11	1
2016	11	17	16	5	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	47	113	46
2015	65	114	33
2016	25	107	68

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

ICA20115 Certificate II in Information, Digital Media and Technology

BSB20115 Certificate II in Business

SIT20116 Certificate II in Tourism

SIT20316 Certificate II in Hospitality

SIT20416 Certificate II in Kitchen Operations

CHC30113 Certificate III in Early Childhood Education and Care

SIS30315 Certificate III in Fitness

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.	84%	86%	89%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	70%	67%	100%

* 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 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.calamvalecomcoll.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. Where students leave school prior to the completion of Year 12, the College supports each student into either an alternative educational pathway or into employment.

The College has links to alternative schooling such as YMCA and Pathways College. A range of local businesses are very supportive in providing work experience and employment transition opportunities.