

# Calamvale Community College Queensland State School Reporting 2015 School Annual Report



Postal address	PO Box 1653 Sunnybank Hills 4109
Phone	(07) 3712 6333
Fax	(07) 3712 6300
Email	principal@calamvalecomcoll.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
Contact person	Lisa Starmer Executive Principal

## Principal's foreword

### Introduction

Calamvale Community College opened in 2002, and 2015 has been a very successful year of consolidation 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 this consolidation through:

Transition of Middle School to Junior Secondary and the alignment of the day structure to enable teachers to lead across both Junior and Senior Secondary years.

The inclusion of structured well-being time, leadership development and team building for staff and students

Shared expectations across the College with regard to student engagement and achievement

Increased provision of structure support for areas of individual need including indigenous and EALD students, students with additional needs and those with a targeted academic or sport focus

Facilities upgrades have necessitated \$500 000 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 Starmer*

Executive Principal

## School progress towards its goals in 2015

VISION	COLLEGE PRIORITIES 2015	IMPROVEMENT STRATEGIES AND ACTIONS 2015	STATUS
<i>Inspiring Learning</i>	Learning Communities P-9 with clear, negotiated and progressive Literacy and Numeracy Targets across the College	<ul style="list-style-type: none"> <li>• Focused teaching and learning in reading and numeracy P-9 using 5 week cyclical data to check progress towards shared and agreed targets. Shared targets for LOA across P-12</li> </ul>	Implemented
	Rigorous Academic Excellence Program 4-9 extending into 4-6 (Signature Program)	<ul style="list-style-type: none"> <li>• Fully implemented Individual Learning Plans informing class teaching plans. One band movement for every student/year</li> <li>• Review entry requirements to current program and process of enrolment including letters of offer and future pathways for all participants. Upper 2 Bands to meet National average 2017.</li> <li>• Focused teaching using an Inquiry Model across the college.</li> <li>• Continue investigations into Middle and Primary Years program as preparation for Diploma level International Baccalaureate in 2016.</li> </ul>	Implemented  Implemented  Progressing IB PYP Candidacy achieved
	Athlete Development Program and sporting culture within the college (Signature Program)	<ul style="list-style-type: none"> <li>• Use a rejuvenation of the current program to lift the profile of sport as a viable and successful learning pathway at the college.</li> </ul>	Implemented
	Senior Pathways for all students	<ul style="list-style-type: none"> <li>• Establishment of clear and valid pathways beyond Year 12 and shared knowledge with the community as to the appropriateness and benefits of each. Coordinated and informed guidance provided to students within each pathway and a guarantee of entry upon completion of agreed conditions.</li> <li>• Compliance with QCAA and VET requirements to ensure effective delivery of all courses.</li> <li>• Establish a strong relationship with a cluster of RTOs to support pathways and coordinate from within the college.</li> <li>• Investigate plans to deliver International Baccalaureate in Year 11 2016 supported with I4S funds and college resources.</li> <li>• 100% QCE attainment</li> <li>• Achievement of State Mean for QCS</li> <li>• 25% OP 1-5, 95% OP 1-15 2017 Target</li> </ul>	Implemented  Achieved  Implemented  Progressing  Progressing  Progressing
	Whole of College Literacy, Numeracy and Curriculum Plan	<ul style="list-style-type: none"> <li>• Focus for all faculty areas, demonstrated compliance of the delivery of the college literacy and numeracy program across P-12 and the CCEs within faculty programs as agreed age-appropriate levels. Target National Average in Reading, Numeracy 2017</li> </ul>	Progressing
	English Proficiency	<ul style="list-style-type: none"> <li>• Investigate the opportunity to provide EALD courses throughout the college targeted at students whose performance is hindered by language development. Provide support through GRG and college funds for P-12 courses by invitation with exit dependent upon proficiency; possibly an OP course for 10-12.</li> </ul>	Implemented
	Arts Rich School (Signature Program)	<ul style="list-style-type: none"> <li>• Professional Performance Studio</li> </ul>	Progressing
<i>Challenging our People</i>	High Performance staff Pedagogical Framework based on Art and Science of Teaching and explicit teaching Teaching focus targeting spelling, reading comprehension and numeracy Digital augmentation of learning	<ul style="list-style-type: none"> <li>• Development of a Reflective and Intentional Practice culture using a coaching model to support use of data, understanding learning, feedback, and digital technology</li> </ul>	Implemented

<i>Engaging our Community</i>	B24 Hub	<ul style="list-style-type: none"> <li>Continued development and support of this partnership to grow student preparedness and community links, incorporation of the Traditional Mandarin Pre-Prep program within this network.</li> </ul>	Progressing including Showcase Application
	Re-conceptualising Calamvale Business Community Partnerships with the college	<ul style="list-style-type: none"> <li>Engagement of local business and tertiary institutions in the Senior Pathways Programs for 10-12</li> <li>Develop relationships with business providing access to classes for presentations, experience and as an embedded aspect of the work education program</li> <li>Beacon Foundation membership to be investigated to establish stronger industry links for pathways</li> <li>Build a platform of School Based Traineeships with Certificate 3 as a viable pathway</li> </ul>	Implemented
	Aeroskills (Signature Program)	<ul style="list-style-type: none"> <li>Relocation of the Airforce Cadets at CCC providing QCE points for enrolled students and nurturing the progress of the Aeroskills program into certification and as a partnership with the ADF. Investigate the provision of Duke of Edinburgh program on site.</li> </ul>	Discontinued
	Develop strong community ties (Signature Program)	<ul style="list-style-type: none"> <li>Delivery of Traditional and Simplified Mandarin across P-9 with potential to extend into 10-12 through International Baccalaureate</li> <li>Investigate the revision of the second language from German to a more popular and broadly used language as an option beyond Year 3 in future years</li> <li>Completion of Level 1 (Entry Level) and hosting of our first larger group of long term students. Continued study tours as a means of lifting the CCC profile within a diverse cultural community and providing a self-sustaining program which will augment the school's LOTE program.</li> </ul>	Implemented
	International Students Program (Signature Program)		DoE Implemented

#### Future outlook

Calamvale Community College is dedicated to a high performance agenda across all of the areas already addressed and we are embracing the STEM agenda, Thinkspace and Makerspace opportunities. 2016/17 will see the College bring a complex agenda to fruition with strong academic results within an environment of positive education providing arts-rich pathways, sporting development and an educational world deeply connected globally in business and in learning.

Specific targets include:

Actions	Targets	Timelines
College-wide system of individualised student learning and tracking.	Nat Av U2B	National Averages 2017
Transdisciplinary STEM elective Years 6-9 to skill students in deeper thinking Mathematics, Science, Engineering and Technology	Beyond U2B Nat Numeracy	2017 leading school
Reintroduction of robotics and electronics to Junior Secondary	National Competition	2017
Industry-linked Arts Rich Program supporting visual & performance art	State Recognition	2018
Intervention by Literacy and Numeracy Coaches Targeted College-wide Reading, Spelling and Numeracy Program delivered by all staff Targeted intervention for individual students not progressing effectively toward goals.	Exceed Nat Av Numeracy	2016 NAPLAN
Embedding of Sounds to Letters Spelling Program, with associated professional development for staff and parents	Naplan Nat Av Spelling	2017 NAPLAN
Target Program for Grammar & Punctuation supporting teacher knowledge & delivery	Naplan Nat Av G&P	2017 NAPLAN

Development of a College Coaching Culture supporting teachers' learning leadership across P-12 through an Intentional and Reflective Pedagogical Practice Framework.	85% 1-15 15% 1-5 58% 1-10 100% QCE	2016
--	---	------

All staff to participate in observation and feedback sessions with members of the coaching team and leadership team to continue leadership coaching Development of pedagogical practice to ensure that school assessment and standardised test data are aligned.	All staff 4 observations one coaching module 2017	2016 and 2017
Detailed and accurate SET Planning Increased Community Links for SAT Increased Certificate offerings through RTOs Mentoring Individual students through House Leaders system to achieve completion	All non-OP students exiting Year 12 Cert 3 or above	2016

## Our school at a glance

### School Profile

**Coeducational or single sex: Coeducational**

**Independent Public School: Yes**

**Year levels offered in 2015: Prep Year - Year 12**

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	2184	1076	1108	68	95%
2014	2197	1076	1121	66	93%
2015	2099	1015	1084	73	94%

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 2015, 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:

The suburbs surrounding the College comprise significant cultural diversity, which is reflected in the 60 cultural groups within the College. The Student Leadership goal for 2016 is to focus on and celebrate this diversity through facilities, art, events and fund-raisers. Calamvale Community College is also a destination school for International Students with up to ten study tours visiting each year, professional visits from partnership countries and 30 International students enrolled. There is within the student body a sense of ownership and team which reflects the students' pride in the College and their endeavour to build on the successes already achieved. Well-being is a considerable focus for the College, staff and students and there is a strong culture of volunteering within the student body.

### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	24	26	21
Year 4 – Year 7 Primary	24	26	23

Phase	Average Class Size		
	2013	2014	2015
Year 7 Secondary – Year 10	27	25	25
Year 11 – Year 12	21	20	20

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

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	223	210	232
Long Suspensions - 6 to 20 days	12	13	10
Exclusions	1	8	5
Cancellations of Enrolment	0	8	4

\* 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.

### Curriculum delivery

#### Our approach to curriculum delivery

##### 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*

2015 Inquiry modelled learning was the for-runner to the College application for IB candidacy. The program has been a very exciting learning journey for the students and teachers as they have negotiated their curriculum and followed their learning curiosity and interests. 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

2015 saw the amalgamation of the Middle and Senior Schools for the first time in the College's history with shared day times and teachers leading learning across Years 7 to 12. 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

Junior Secondary students are grouped into POD classes in a single classroom 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 (AEP)** is designed for students with demonstrated high levels of academic ability.

- Incorporating the Thinkspace: rigorous thinking and reasoning
- 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 Secondary are the years when students begin to specialise in their pathways beyond school.

Calamvale Community College has a broad range of pathways including tertiary, further study, and work options.

The College provides tertiary bound students with a wide range of subjects and supporting career advice to maximize their results and 'fast-track' them into their further learning. EALD students are able to study English with supported tutoring to ensure that their language proficiency will support their future study plans.

Calamvale community College partners with Griffith University to enable senior students to undertake a range of tertiary studies (University & TAFE) whilst still at school which provides them with guaranteed early entry to tertiary courses after the completion of Year 12.

### **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.

### Extra curricula activities

The extra-curricular programs at Calamvale Community College has flourished in 2015.

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!

With the reintroduction of compulsory senior attendance on Wednesday afternoons, there has been a steady increase in the numbers of students participating in inter-school sport – over 1400 in 2015. 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 improve learning

Information Communication Technologies (ITC) at Calamvale Community College are seen as part of eLearning. During 2015, Calamvale Community College began to embed the *Symphony of Teaching and Learning* and the *Marzano Framework*.

Students at the College provide their own devices, with iPads recommended Prep to Year 5 and laptops beyond this year. There is no single expected device, although students are expected to have mastery of whatever device they possess. Teachers will showcase particular programs, but like programs are permitted. 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>

### Social Climate

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. 2015 is the first time 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. The College is currently investigating the Positive Education as led by the Positive Education Institute at Geelong Grammar.

<https://www.ggs.vic.edu.au/School/Positive-Education/What-is-Positive-Education>

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree# that:			
their child is getting a good education at school (S2016)	94%	89%	92%
this is a good school (S2035)	97%	88%	91%
their child likes being at this school (S2001)	97%	90%	93%
their child feels safe at this school (S2002)	97%	92%	96%
their child's learning needs are being met at this school (S2003)	94%	87%	90%
their child is making good progress at this school (S2004)	97%	88%	89%
teachers at this school expect their child to do his or her best (S2005)	97%	93%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	91%	85%	86%
teachers at this school motivate their child to learn (S2007)	94%	89%	89%
teachers at this school treat students fairly (S2008)	94%	84%	83%
they can talk to their child's teachers about their concerns (S2009)	100%	89%	92%
this school works with them to support their child's learning (S2010)	88%	90%	88%
this school takes parents' opinions seriously (S2011)	93%	86%	84%
student behaviour is well managed at this school (S2012)	85%	79%	82%
this school looks for ways to improve (S2013)	100%	87%	93%
this school is well maintained (S2014)	100%	90%	98%

Performance measure	2013	2014	2015
Percentage of students who agree# that:			
they are getting a good education at school (S2048)	94%	96%	95%
they like being at their school (S2036)	93%	93%	94%
they feel safe at their school (S2037)	91%	94%	92%
their teachers motivate them to learn (S2038)	90%	94%	94%
their teachers expect them to do their best (S2039)	96%	99%	98%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
their teachers provide them with useful feedback about their school work (S2040)	92%	92%	93%
teachers treat students fairly at their school (S2041)	83%	83%	81%
they can talk to their teachers about their concerns (S2042)	82%	81%	83%
their school takes students' opinions seriously (S2043)	84%	79%	86%
student behaviour is well managed at their school (S2044)	81%	81%	79%
their school looks for ways to improve (S2045)	95%	96%	95%
their school is well maintained (S2046)	92%	85%	90%
their school gives them opportunities to do interesting things (S2047)	91%	89%	93%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	97%	90%
they feel that their school is a safe place in which to work (S2070)	97%	97%	95%
they receive useful feedback about their work at their school (S2071)	89%	86%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	87%	84%
students are encouraged to do their best at their school (S2072)	99%	99%	97%
students are treated fairly at their school (S2073)	98%	98%	95%
student behaviour is well managed at their school (S2074)	86%	93%	90%
staff are well supported at their school (S2075)	90%	93%	77%
their school takes staff opinions seriously (S2076)	87%	89%	76%
their school looks for ways to improve (S2077)	99%	98%	97%
their school is well maintained (S2078)	99%	100%	98%
their school gives them opportunities to do interesting things (S2079)	93%	94%	87%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

Parents are key players in their children's learning partnership with the College. Our P&C Association is a vibrant organisation that not only provides a forum for parents across the College, but also has a very effective business arm. Supporting College programs and in particular the Arts Rich School initiative.

The school encourages involvement of parents in the shaping, delivery and celebration of their children's education. This is done using a range of strategies including:

- Parent classroom volunteers
- Prep- Year 2 parent workshops in Reading, Maths, Spelling
- Parent curriculum information and feedback nights
- Parent-teacher evenings, Meet and Greet evenings
- On line homework/assessment planners in Secondary School
- Families to attend College events: sports days, awards night, musical performances;
- Family Maths, English and Science Nights in the Junior School
- Student Education and Training Planning meetings in Senior School
- Whole College and sub-school assemblies
- Communication by use of the Student Organiser;
- Text messages and emails;
- Performances, presentations and sporting events

## Reducing the school's environmental footprint

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	780,821	17,215
2013-2014	781,377	32,373
2014-2015	762,299	43,044

\*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.

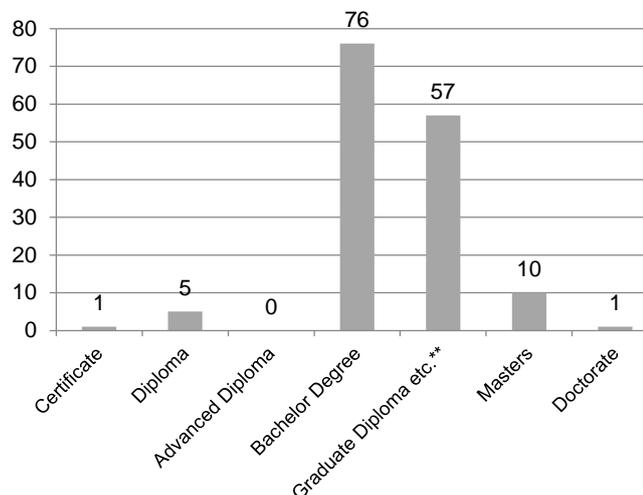
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	164	63	<5
Full-time equivalents	150	46	<5

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	1
Diploma	5
Advanced Diploma	0
Bachelor Degree	76
Graduate Diploma etc.**	57
Masters	10
Doctorate	1
<b>Total</b>	<b>150</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$135 000.

The major professional development initiatives are as follows:

- Coaching
- Profiling
- Spelling
- ASOT
- International Baccalaureate Leadership and Coordinator Training
- Reading

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

**Average staff attendance**

	2013	2014	2015
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, 96% of staff was retained by the school for the entire 2015 school year.

**School income broken down by funding source**

School income 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**

Where it says '**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.

**Performance of our students****Key student outcomes****Student attendance**

	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	92%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	91%	88%

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

The overall attendance rate in 2015 for all Queensland P-10/P-12 schools was 90%.

### Student attendance rate for each year level (shown as a percentage)

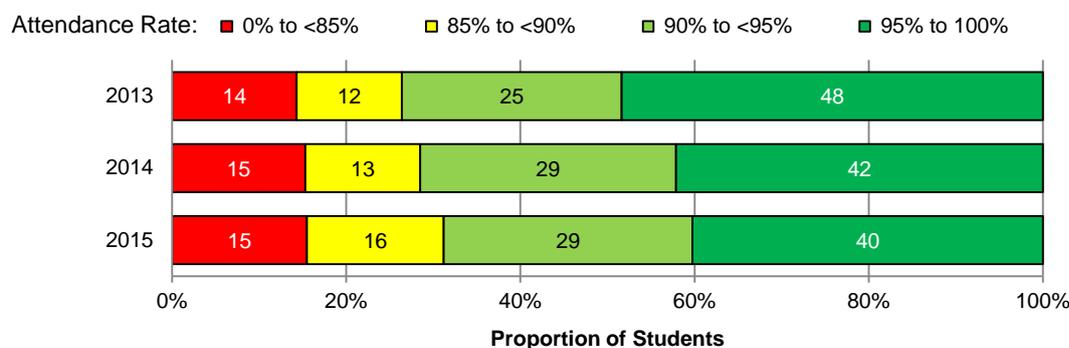
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	93%	93%	93%	93%	92%	94%	94%	94%	93%	92%	90%	90%	90%
2014	93%	92%	93%	93%	93%	93%	94%	93%	92%	90%	89%	88%	88%
2015	93%	92%	93%	92%	92%	92%	93%	92%	92%	91%	91%	89%	90%

\*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Rolls are marked electronically each day in the morning and at the beginning of each session. Families are sent a text message to advise of a student's absence from school. Students who are absent are required to bring a note the next day or parents are to phone the school. Where there are unexplained absences over a number of days, phone calls and letters are sent home to families. Where there have been patterns of significant unexplained absences, interviews with families are arranged.

The College House System provides welfare, behaviour and attendance support and supervision to all students and is a key plank in the student engagement agenda.

### National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

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 says '**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.

Apparent retention rates Year 10 to Year 12	2013	2014	2015
Year 12 student enrolment as a percentage of the Year 10 student cohort.	93%	84%	86%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	67%	70%	67%

Outcomes for our Year 12 cohorts	2013	2014	2015
Number of students receiving a Senior Statement	194	191	173
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	1
Number of students receiving an Overall Position (OP)	71	67	51
Percentage of Indigenous students receiving an Overall Position (OP)	20%	0%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	13	33	18
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	164	133	146
Number of students awarded an Australian Qualification Framework Certificate II or above.	138	123	123
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	174	182	172
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80%	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.	70%	66%	76%

<b>Outcomes for our Year 12 cohorts</b>	2013	2014	2015
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	100%	97%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	97%	97%	97%

As at 16 February 2016. The above values exclude VISA students.

<b>Overall Position Bands (OP)</b>					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2013	8	16	26	20	1
2014	7	12	25	19	4
2015	7	19	13	11	1

As at 16 February 2016. The above values exclude VISA students.

<b>Vocational Educational Training qualification (VET)</b>			
Number of students completing qualifications under Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2013	92	125	59
2014	47	113	46
2015	65	114	32

As at 16 February 2016. The above values exclude VISA students.

Detailed in Curriculum Section

### Post-school destination information

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

### Early school leavers information

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

The College has a high retention rate for students, with most early leavers moving interstate or to other schools. The small proportion who do leave and do not enrol elsewhere are primarily taking full-time work opportunities provided through traineeships, apprenticeships or direct work engagement.