



CALVARY CHRISTIAN COLLEGE 2012 ANNUAL REPORT

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Reporting Template – School Annual Report 2013 (Based on 2012 data)

POLICY INTENT

Effective school reporting provides parents, staff, students and the community with meaningful information about schools. All Queensland schools are required to publish a minimum set of information for parents and the community. The *Schools Reporting Policy* ensures that all schools report similar information that complies with Government requirements in a clear and comprehensive manner. **By publishing this Report, schools will meet both State and Australian Governments reporting requirements.**

Further guidelines on the preparation and publication of school reporting information, are available at www.education.qld.gov.au/schools/reporting/

Mandatory Information to be published by 30 June each year¹

Schools should input the relevant information in the shaded boxes and delete the explanatory notes prior to publication.

DESCRIPTIVE INFORMATION

This section encourages schools 'to tell their story' in a positive manner within their local context. This section of the report should describe the environment in which the school operates. The headings below are compulsory; however, schools could also include information about the school's demographic mix, enrolment and student mobility, distinctive skills of staff at the school, and how computers are used to assist learning.

School sector:

Independent

School's address:

569 Bayswater Road, Mount Louisa, Qld 4814

Total enrolments: *[schools might wish to include comparative data from previous year(s) here]*

706

Year levels offered:

Prep to Year 12

Co-educational or single sex:

Co-educational

Characteristics of the student body: for example, the numbers and proportions of boys and girls; the proportion of Indigenous students; ethnicity; cultural backgrounds etc.

Year Level	Total	Male	Female	Indigenous
Preparatory	63	31	32	4
Year 1	52	22	30	4
Year 2	50	31	19	2
Year 3	54	28	26	4
Year 4	46	22	24	4
Year 5	38	18	20	5
Year 6	56	28	28	5
Year 7	57	37	20	2
Year 8	67	36	31	5
Year 9	67	40	27	3
Year 10	60	32	28	3
Year 11	57	32	25	4
Year 12	39	19	20	6
TOTAL	706	376	330	51

Distinctive curriculum offerings: This refers to special programs or innovative offerings, not regular subjects offered. It could include excellence programs, gifted and talented arrangements, special needs programs, life skills etc.

- Learning Support Programs
- English as a Second Language Programs
- Indigenous Tutoring Programs
- Weekly Assessment Support Tutoring in the Secondary College
- Pastoral Care Program
- Christian Living
- Skills Classes – Senior Secondary College
- QCS Workshop – Gilmore Education
- NAPLAN Preparation – Curriculum Inclusive, Practice Tests and Workshop
- Work Experience – Year 10, 11 and 12
- Camps – Year 7, 10 and 12
- Activity Days – Year 8, 9 and 11
- Impact Leadership Conference - Year 11
- Compass Schools Conference, Canberra – College Captains
- Mentoring Programs – Year 7, 8 and 9
- NAIDOC Week Celebrations
- Math and English/Humanities Tutoring Programs
- Weekly Sport/Co-Curricular
- Chapel
- Assembly

Extra-curricular activities: descriptions of the activities should be provided, particularly those that involve a significant number of students.

- Stage Band
- Concert Band
- Strings Ensemble
- Student Choirs
- Calvary Showcase – Secondary College
- Musical (“Peter Pan”) – Primary College
- Instrumental Program
- Interschool Sports
- Chapel Band/Team
- Duke of Edinburgh
- Chess

The social climate of the school: this should include pastoral care programs and commentary about strategies to respond to bullying

- Pathways Advisor
- Student Mentor Program
- Pastoral Care Program – Learning Curve Planners
- Code of Conduct/Incident Report Forms – Reporting Process
- Safety Posters around the College
- ACMA CyberSmart Workshops
- Family Planning Workshops
- Workshops Presented by Queensland Police – Senior Constable Mark Whebell (Adopt-A-Cop) and Constable Dee Prasser
- Choices Program – Secondary College
- Bullying Surveys administered by Year Coordinators
- Chaplain
- Student Welfare Officer
- Connections with Calvary Youth

Parental involvement: must involve strategies for parental involvement. These might include the presence of a P& F Association, Board representation, parent committees (such as for strategic planning), reading programs, volunteer programs

- Parent Information Evenings
- Parent/Teacher Interviews
- Volunteers – Ag Centre, Duke of Edinburgh, Musical/Showcase and in classrooms
- Parents in Partnership Committee

Parent, teacher and student satisfaction with the school

Where schools already undertake yearly surveys or studies of parents, students and teachers for the purpose of marketing and school improvement, it will involve preparing a relevant report, in plain English, on the findings of those surveys or studies.

If a school does not currently undertake any such studies or surveys, consideration might be given to such a project; or alternatively, the school should consider any other data or information that it may have which could be the basis of a report on parent, student and teacher satisfaction. For example, letters and testimonials from parents; enrolment retention rates over time; increasing enrolments over time, teacher retention rates over time.

Satisfaction data:

- Parent/Teacher Interview Feedback Forms
- SWOT Analysis etc. – Staff Meetings

Contact person for further information: The title of a school-based contact person for further information on the school and its policies

Title: Patricia Mowczko, Registrar

School Income broken down by funding source

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the *My School* website <http://www.myschool.edu.au/> under this section of the report.

STAFFING INFORMATION

Staff composition, including Indigenous staff: Description of the school's staffing composition (e.g. full-time, part-time, teaching, non-teaching) and the extent to which the school employs Indigenous staff.

	Full Time	Indigenous %	Part Time	Indigenous %
<u>Teaching</u>				
Male	9	0	0	0
Female	32	0	5	0
<u>Non-Teaching</u>				
Male	7	0	7	0
Female	12	0	28	0
TOTAL	60	0	40	0

Qualifications of all teachers: Most independent schools include listings of staff, including their qualifications, in reports such as their Annual Report or School Year Book. Schools often include a list of staff on their website.

<i>Qualification</i>	<i>Either detail the number or the percentage of classroom teachers and school leaders at the school who hold this qualification</i>
Doctorate or higher	1
Masters	1
Bachelor Degree	53
Diploma	12
Certificate	2

**Expenditure on and teacher participation in professional development:
Teacher participation in PD**

<i>Description of PD activity</i>	<i>Number of teachers participating in activity</i>
Australian Curriculum – Training Year Level Coordinators	2
Special Needs Children – Autism	1
English as a second Language – ESL	1
Special Needs Children – hearing impaired children	2
Teacher Up Skilling – Behaviour Management	3
Australian Curriculum – Training Leaders	1
Special Needs Students - Development Delays	3
Australian Curriculum – Early Years	3
Special Needs Students – Sensory processing	4
Special Needs Students – ADD / ADHD	2
Information Technology – skills	1
Teacher Librarian Conference	1
Special Needs Students – Teaching tips	2
Information Technology – skills	1
Teacher Librarian Conference	1
Teacher Up skilling – understanding sexual behaviours	2
Teacher Up skilling – visual helpers to facilitate language development	3
Teacher Up skilling – writing skills	1
Special Needs Students – Autism	1
Australian Curriculum – School based development for History	4
Teacher Up skilling – behavior management	4
Teacher Up skilling – reading	4
Special Needs Students – Autism	5
Special Needs Students – Autism Managing Stress	5
Teacher Up skilling – reading	6
Teacher Up skilling – motor skills & language development	2
Cyber Safety Outreach	21
CPR Refresher Course	6
Applied First Aid Course	4
“Decoding Today’s Kids” (Video Workshop)	20
Learning Curve Planners Workshop	24
Learning Support Induction	22
“Managing Today’s Parents” (Video Workshop)	21
Moodle Training	25
Moodle Advanced Training	25
Might Minds NAPLAN Workshop	20
Revision of College Policies Workshop	20
“The Empty Desk” (Video Workshop)	21
SchoolPRO Training – Inquiry/Behaviour/Reports Module	23

Total number of teachers participating in at least one activity in the program year	50
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Expenditure on PD

<i>Total Number of Teachers</i>	<i>Total expenditure on teacher PD (as recorded in Financial Questionnaire)</i>	<i>Average expenditure on PD per teacher</i>
50	\$55,837.00	\$1,116.00

To calculate average expenditure per teacher:

$\frac{\text{Total expenditure on teacher PD}}{\text{Total number of teachers}} = \$ (\text{average expenditure per teacher})$

Total number of teachers

The total funds expended on teacher professional development in 2012 was \$ 55,837.00

The major professional development initiatives were as follows: *[details regarding in-kind professional development activities undertaken eg. mentoring or peer learning can be included]*

The proportion of the teaching staff involved in professional development activities during 2012 was 100%

Average staff attendance for the school, based on unplanned absences of sick and emergency leave periods of up to 5 days:

<i>Number of Staff</i>	<i>Number of School Days</i>	<i>Total Days Staff Absences</i>	<i>Average Staff Attendance Rate</i>
64	191	125	99%

To calculate Average Staff Attendance Rate:

$\frac{\text{Number of Staff X Number of School Days} - \text{Total Days Staff Absences}}{\text{Number of Staff X Number of School Days}} = \text{Average Staff Attendance Rate}$

For permanent and temporary staff and school leaders the average staff attendance rate was 99% in 2012

Proportion of teaching staff retained from the previous year:

<i>Number of permanent teaching staff at end of previous year</i>	<i>Number of these staff retained in the following year (the program year)</i>	<i>% retention rate</i>
38	36	95%

To calculate the proportion of teaching staff retained in a program year:

$\frac{\text{Number of permanent teaching staff retained at beginning of program year}}{\text{Number of permanent teaching staff at end of previous year}} \times 100 = \text{retention rate}$

For example: At the end of the year previous to the program year (e.g. 2010), there were 50 teaching staff members (by head count). 5 of these teachers resign at the end of the year. At the beginning of the new year (the program year), 45 of the teachers are retained from the original 50.

The retention rate is: $\frac{45}{50} \times 100 = 90\%$

From the end of 2011 95 % of staff were retained for the entire 2012 school year

KEY STUDENT OUTCOMES

[Schools may wish to include comparative data from previous year(s) in this section]

Average student attendance rate (%) for the whole school:

Number of school days x number of all students in the school = Number of possible attendance days for all students

Addition of all days absent by all students = Total number of days absent

Number of possible attendance days – Total number of days absent = Total attendance

<i>Number of school days in program year</i>	<i>Total number of all students</i>	<i>Total number of all student absences</i>	<i>Average Attendance Rate %</i>
191	706	12668	91.6%

To calculate average attendance rate:

$\frac{\text{Total attendance}}{\text{Number of possible attendance days}} \times 100 = \text{average attendance rate}$

The average attendance rate for the whole school as a percentage in 2012 was 91.6%

Average student attendance rate for each year level: This calculation is to be completed and reported for each year level at the school.

Number of school days x number of students in a particular year level = Number of possible attendance days for that year level

Addition of all days absent by all students in a particular year level = Total number of days absent for that particular year level

Number of possible attendance days – Total number of days absent = Total attendance

<i>Number of school days in program year</i>	<i>Total number of students in a particular year level</i>	<i>Total number of student absences in a particular year level</i>	<i>Average Attendance Rate for a particular year level %</i>
191	52	852	91.4%

To calculate average attendance rate for a particular year level:

$\frac{\text{Total attendance for each particular year level}}{\text{Number of possible attendance days for each particular year level}} \times 100 = \text{average attendance rate for a year level}$

<i>Year levels</i>	<i>Average attendance rate for each year level as a percentage in 2012</i>
Preparatory	99.6%
Year 1	91.4%
Year 2	91.8%
Year 3	93.3%
Year 4	93.6%
Year 5	89.8%
Year 6	92.9%
Year 7	92.2%
Year 8	93.7%
Year 9	90.6%
Year 10	91.7%
Year 11	90.9%
Year 12	79.57%

A description of how non-attendance is managed by the school:

- Daily Rolls
- SMS sent to parents of students absent
- Written/Verbal confirmation from parents of absences
- PC Teacher – first step in following up students frequently absent
- Flow Chart of Official Letters from Office of Non-State Education
- Process involves Year Coordinator, Director, Principal and the Chairman of the Board is kept informed
- 80% attendance rate required

NAPLAN results for Years 3, 5 and 7 and 9 in 2012

Privacy and interpretation of data

The fundamental principle for reporting performance information is to support school improvement throughout Queensland and to provide a profile of all schools to the community. While the reporting initiative is a valuable move towards sharing education information, it brings with it responsibilities in the areas of personal information and privacy. The reporting of student achievement information needs to be managed according to appropriate privacy provisions and needs to ensure that publicly available information is accurate and easily interpreted.

There are many Queensland schools that have small enrolment numbers, particularly at individual year levels. For this reason, care needs to be taken not to identify individual students. Care also needs to be taken in the interpretation of information where trends may be volatile. When reporting on small numbers or 'cohorts' of students, an annual variation in enrolment of just one or two students can have a significant effect on data from one year to the next. This is where setting information in context is of prime importance.

When publishing information on student achievement and school performance:

- careful consideration should be given to the nature of reporting where there are fewer than five students in a group, cohort or reporting field
- information should not be published where all persons in a particular group have achieved identical results, irrespective of group or cohort size.

All published information must:

- maintain the privacy of individual student information
- minimise the likelihood of false assumptions and conclusions being inferred from the data.

School principals may decide that it is not possible to report certain data publicly in ways that maintain student privacy or minimise misinterpretation of performance. Where a decision is made not to report specific data for these reasons, a narrative or descriptive comment on student achievement or school performance would meet the requirements of the Annual Report.

Note: Reporting on these outcomes may be addressed simply by inclusion of a reference to the *My School* website <http://www.myschool.edu.au/> under this section of the report.

BENCHMARK DATA FOR YEAR

Year	READING		
	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2012)	389	420	96
Year 5 (2012)	474	494	88
Year 7 (2012)	532	542	91
Year 9 (2012)	563	575	89

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2012)	409	416	98
Year 5 (2012)	458	477	88
Year 7 (2012)	519	518	91
Year 9 (2012)	550	554	76

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2012)	389	414	96
Year 5 (2012)	482	495	93
Year 7 (2012)	539	543	89
Year 9 (2012)	572	577	89

GRAMMAR AND PUNCTUATION			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2012)	395	424	92
Year 5 (2012)	486	491	95
Year 7 (2012)	542	546	93
Year 9 (2012)	559	573	85

NUMERACY			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2012)	371	396	94
Year 5 (2012)	485	489	95
Year 7 (2012)	528	538	93
Year 9 (2012)	576	584	94

Apparent retention rate:

The school's apparent retention rate must be published. The Year 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%). Schools may also report the real retention rate, but this is not compulsory.

	Year 10 Base	Year 12	Retention rate %
Number of Students	44	39	89%

Apparent Retention Rate = Number of Students in Year 12 ÷ Number of Students in Year 10 x 100. You may wish to put this data in context, particularly if you are a new school or there is a reason for 'abnormal' retention rates in particular years.

Year 12 student enrolment as a percentage of the Year 10 cohort is 89%

[Note: If your school does not have Year 12, you should include a notation to this effect.]

Year 12 outcomes:

Outcomes for our Year 12 cohort 2012	
Number of students awarded a Senior Education Profile	37
Number of students awarded a Queensland Certificate of Individual Achievement	2
Number of students who received an Overall Position (OP)	25
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	3
Number of students awarded one or more Vocational Education and Training (VET) qualifications	8
Number of students awarded a Queensland Certificate of Education at the end of Year 12	27
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	72%
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	73%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving a tertiary offer	100%

Mandatory Information to be published by 30 September each year

Post-school destination information from the current *Next Steps* survey as follows:

- Background information on how the *Next Steps* survey was conducted:

Background information:

- School response rate to the survey

Number of Year 12 students in 2012 (a)	Number of responses received from students (b)	Percentage response rate (b/a x100)
		%

- Definitions of main destinations (see table below)
- Summary of findings in relation to main destinations of students

School Year 2012	Number of Students in each category	Percentage of Students in each category
University (degree)		%
VET total (Cert IV+ III, I-II, apprenticeship, traineeship)		%
Working full-time		%
Working part-time/casual		%
Seeking work		%
Not studying or in the labour force		%
Total Year 12 students		