

## Reporting Template – School Annual Report 2014 (Based on 2013 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/](http://www.education.qld.gov.au/schools/reporting/)

### ***Mandatory Information to be published by 30 June each year<sup>1</sup>***

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]*

836

#### 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	67	32	35	4
Year 1	69	33	36	5
Year 2	56	24	32	4
Year 3	60	35	25	4
Year 4	59	32	27	4
Year 5	53	22	31	4
Year 6	46	23	23	4
Year 7	64	37	27	9
Year 8	92	51	41	5
Year 9	69	38	31	3
Year 10	70	48	22	3
Year 11	59	31	28	3
Year 12	55	29	26	3

**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 Learning Support
- Pastoral Care Program
- Christian Living Classes
- 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 and 8
- NAIDOC Week Celebrations
- Chapel
- Assembly
- Math and English/Humanities Tutoring Programs
- Weekly Sport/Co-Curricular
- SET Plan meetings for Year 10, 11 and 12
- Camps – Year 5 and 6

**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
- Musical (“The Music Man”) – Secondary College
- Instrumental Program
- Interschool Sports
- Chapel Band/Team
- Duke of Edinburgh
- Chess
- Dance Classes
- “Strength” and “Girls with a Purpose” programs

**Social climate:** describes the social climate of the school, including pastoral care programs (this might also include the school’s commitment to child protection, reference to the school’s behaviour management and anti-bullying programs)

- Student Mentor Program
- Pastoral Care Program–Learning Curve Planners
- Code of Conduct/Incident Report Form – Reporting Process
- Safety Posters around the College
- ACMA CyberSmart Workshops
- Activity Days – Themed Workshops
- Workshops Presented by Queensland Police – Senior Constable Mark Whebell (Adopt A Cop)
- Choices Program – Secondary College
- Bullying Surveys administered by Year Coordinators
- Chaplains
- Student Welfare Officer
- “Strength” and “Girls with a Purpose” program
- Peter Janetzki – Student Seminars

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

Calvary Christian College is committed to the philosophy of mutual respect and mutual responsibility. Therefore, all members need to understand that the following behaviours are unacceptable:

- Physical bullying – pushing, shoving, fighting, pinching and any other unwelcome physical contact used intentionally to intimidate or hurt someone
- Verbal bullying – insults, putdowns, teasing, intimidation, threats, derogatory names or inappropriate personal comments, etc
- Gesture bullying – any gestures, “the look” and other non-verbal signals or body language used to intimidate and silence a victim
- Extortion bullying – physically stronger and more powerful students force weaker students to hand over lunches or money, do their homework, etc
- Exclusion bullying – being “left out” of games, etc deliberately spreading rumours etc
- Cyber Bullying – any use of Information Communication Technology (ICT), particularly mobile phones, social networking, emails and the internet, to deliberately upset or hurt someone else
- Sexual harassment, racist or discriminatory comments or behaviour – including sexual/inappropriate gestures

These behaviours are considered unacceptable and if these behaviours do occur, it follows that the College will need to take action to stop the behaviour from continuing.

If a student is being bullied they are asked:

- Tell one of the following: a teacher, the relevant Year Level Coordinator, the Chaplain or the Director of Secondary College via an Incident Report Form.
- Explain what happened, how often, who did it, where and whether anyone else saw it
- If the student is scared to tell an adult on their own, they should ask a friend to go with them. They should keep speaking up until someone listens
- They should not suffer in silence

It is important that any of these behaviours are reported promptly. Students need to remember that they are responsible for their own actions, not the actions of others.

**Cyber Bullying:**

In most cases, the College will not respond to issues of Cyber Bullying that have occurred outside of College hours. Students and Parents are more than welcome to report incidences – though the College does not have the resources required to accurately follow up and respond to cyber concerns as mostly these involve deleted IT material and possibly people outside of the College Community. Parents are advised to access the Australian Communications and Media Authority website ([www.acma.gov.au](http://www.acma.gov.au)) for advice as to how to help keep children safe at home on the Internet. Throughout any given year the College will also provide various Guest Speakers to speak to both students and parents regarding Cybersafety.

Parents will be notified of any Cyber Bullying incidences that are reported involving their children and students may be referred to our Student Welfare Officer or Chaplain to discuss solutions to the problem. Parents with any major concerns regarding Cyber Bullying are encouraged to keep evidence of problems and report this to the Police.

**Bystanders:**

A bystander is a person, who does not become actively involved in a situation where someone else requires help. A bystander is regarded as a passive observer, an onlooker, who watches something happen, but stays on the sidelines and doesn't intervene or get help, even if someone needs it.

Bystanding is not passive. “Doing nothing” does have a real impact on events and may cause harm. If you see or hear of another student being bullied or harassed, but are not otherwise involved, you still need to report this.

The College community strives to work together to stop these types of behaviours. Students can report to or get help from their teachers, their Year Level Coordinator, the Chaplain or the Director of Secondary College.

**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 and in classrooms
- Parents in Partnership
- Board Representatives

### 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  
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, Principal's Personal Assistant

### 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 %
<b>Teaching</b>				
Male	10	0	0	0
Female	37	0	6	0
<b>Non Teaching</b>				
Male	8	0	9	0
Female	14	0	35	0
<b>TOTAL</b>				



**Expenditure on PD**

<b>Total Number of Teachers</b>	<b>Total expenditure on teacher PD ( as recorded in Financial Questionnaire)</b>	<b>Average expenditure on PD per teacher</b>
55	\$58,095	\$1,056

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 2013 was \$ 58,095

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 2013 was 100%

<b>Number of Staff</b>	<b>Number of School Days</b>	<b>Total Days Staff Absences</b>	<b>Average Staff Attendance Rate</b>
76	185	201	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 2013

**Proportion of teaching staff retained from the previous year:**

<b>Number of permanent teaching staff at end of previous year</b>	<b>Number of these staff retained in the following year (the program year)</b>	<b>% retention rate</b>
45	42	93%

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. 2012), 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 2013 93 % of staff were retained for the entire 2013 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>
185	836	10499	93.21

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 2013 was 92.92%

**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>
185	58	606	94.35

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 2013</i>
Year Preparatory	95.81%
Year 1	93.69%
Year 2	93.89%
Year 3	94.02%
Year 4	94.35%
Year 5	93.41%
Year 6	92.32%
Year 7	93.42%
Year 8	90.47%
Year 9	92.08%
Year 10	90.99%
Year 11	89.69%
Year 12	92.73%

**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 required

## NAPLAN results for Years 3, 5 and 7 and 9 in 2013

### 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

READING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2013)	399	419	98
Year 5 (2013)	492	502	100
Year 7 (2013)	533	541	97
Year 9 (2013)	572	580	94

WRITING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2013)	413	416	100
Year 5 (2013)	466	478	100
Year 7 (2013)	508	517	94
Year 9 (2013)	531	554	76

SPELLING			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2013)	383	411	91
Year 5 (2013)	476	494	94
Year 7 (2013)	544	549	97
Year 9 (2013)	580	583	91

<b>GRAMMAR AND PUNCTUATION</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2013)	419	428	94
Year 5 (2013)	491	501	94
Year 7 (2013)	540	535	90
Year 9 (2013)	568	573	87

<b>NUMERACY</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2013)	391	397	95
Year 5 (2013)	471	486	96
Year 7 (2013)	552	542	100
Year 9 (2013)	572	584	96

### 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.

	<b>Year 10 Base</b>	<b>Year 12</b>	<b>Retention rate %</b>
Number of Students	54	53	98

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 98%

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

### Year 12 outcomes:

<b>Outcomes for our Year 12 cohort 2013</b>	
Number of students awarded a Senior Education Profile	53
Number of students awarded a Queensland Certificate of Individual Achievement	0
Number of students who received an Overall Position (OP)	28
Number of students or are completing or completed a School-based Apprenticeship or Traineeship (SAT)	2
Number of students awarded one or more Vocational Education and Training (VET) qualifications	20
Number of students awarded a Queensland Certificate of Education at the end of Year 12	46
Number of students awarded an International Baccalaureate Diploma (IBD)	0
Percentage of Year 12 students who received an OP1-15 or an IBD	71%
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	92%
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

<b>Number of Year 12 students in 2013 (a)</b>	<b>Number of responses received from students (b)</b>	<b>Percentage response rate (b/a x100)</b>
		%

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

<b>School Year 2013</b>	<b>Number of Students in each category</b>	<b>Percentage of Students in each category</b>
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		%
<b>Total Year 12 students</b>		

To calculate percentage of students in each category:

$$\frac{\text{Number of students in each category}}{\text{Total number of Year 12 students}} \times 100 = \text{Percentage in each category}$$

- Chart showing main destinations of students. School may choose to show a bar or pie graph.

**Other information of interest**

Schools are encouraged to include any other information that may be of interest to parents and the community.

## PUBLICATION CHECKLIST

### ***Mandatory information to be published by 30 June every year<sup>1</sup>***

#### **1. Contextual information**

- Whether the school is State, Independent or Catholic
- Whether the school is co-educational or single-sex
- The school's address
- Total number of enrolments
- Characteristics of the student body
- Year levels offered
- Distinctive curriculum offerings - regular subjects do not need to be listed
- Extra-curricula activities. Descriptions of the activities should be provided, particularly those that involve a significant number of students
- The social climate of the school, including pastoral care programs and commentary about strategies to respond to bullying
- Parent, teacher and student satisfaction with the school
- Strategies used for involving parents in their child's education
- The title of a school-based contact person for further information on the school and its policies
- School income broken down by funding source (a link to the *My School* website)

#### **2. Staff Information**

- Staff composition, including Indigenous staff
- Qualifications of all teachers
- Expenditure on and teacher participation in teacher professional development
- Average staff attendance for the school, based on unplanned absences of sick and emergent leave for periods of up to five days
- Proportion of teaching staff retained from the previous school year.

#### **3. Key student outcomes**

- Average student attendance rate (%) for the whole school and for each year level
- A description of how non-attendance is managed by the school
- National Assessment Program Literacy and Numeracy - Reading, Writing, Spelling, Grammar and Punctuation, and Numeracy results for Years 3, 5, 7 and 9 as follows (or a link to the *My School* website):
  - average scores for the school
  - average scores for Australia
  - percentage of students in each year at or above the national minimum standard
- Apparent retention rates for Year 10 to 12. Schools may also report on real retention rates.
- Year 12 outcomes. Schools have been provided with a set of information by the Queensland Studies Authority and are to report on school websites the following:

- number of students awarded a Senior Education Profile
- number of students awarded a Queensland Certificate of Individual Achievement
- number of students awarded a Queensland Certificate of Education at the end of Year 12
- number of students awarded an International Baccalaureate Diploma (IBD)
- number of students awarded one or more Vocational Education and Training (VET) qualifications
- number of students who are completing or completed a School-based Apprenticeship or Traineeship (SAT)
- number of students who received an Overall Position (OP)
- percentage of OP/IBD students who received an OP 1-15 or an IBD
- 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.
- percentage of Queensland Tertiary Admissions Centre applicants receiving a tertiary offer
- Post-school destination information from the current Next Step survey as follows<sup>1</sup>:
  - background information on how the *Next Step* survey was conducted
  - school response rate to the survey
  - definitions of main destinations
  - summary of findings in relation to main destinations of students
  - chart showing main destinations of students

#### **4. Other Information**

Schools are encouraged to include any other information that may be of interest to parents and the community.

#### **5. Publication format**

The School Annual Report for the previous year is to be made publicly available on the internet for a minimum of 12 months and schools are to make arrangements to provide the information, on request, to a parent, carer or a person who is responsible for a student at the school and is unable to access the internet.

#### **6. Publication timeline**

The School Annual Report is to be published by 30 June of each year.

However, post-school destinations information for Year 12 completers is to be included by 30 September of each year, after release of the information.

For further details, schools are encouraged to access the Department of Education and Training reporting web pages.

<sup>1</sup> ***Post-school destinations information for Year 12 completers is to be included by 30 September of each year after release of the information.***