



calvary  
CHRISTIAN COLLEGE

## *School Annual Report 2015 (Based on 2014 data)*

AD DEI GLORIA

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## Descriptive Information

School Sector:

Independent

School's Address:

569 Bayswater Road, Mount Louisa, Qld 4814

Total Enrolments:

841 including Overseas Students at February Census

Year Levels Offered:

Preparatory 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	85	33	52	10
Year 1	66	31	35	6
Year 2	68	30	38	3
Year 3	59	25	34	5
Year 4	64	33	31	5
Year 5	61	35	26	4
Year 6	55	22	33	4
Year 7	54	29	25	5
Year 8	78	44	34	11
Year 9	79	43	36	4
Year 10	65	38	27	1
Year 11	55	32	23	2
Year 12	52	29	23	3

**Distinctive Curriculum Offerings:** This refers to special programs or innovative offerings, not regular subjects offered.

- 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
- GRIP 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
- Year 6 programs specifically catering for each gender ie Girl Time / Boy Time
- Year 6 Student Leadership Programs
- Music Clubs – Junior Choir

**Extra-curricular Activities:**

- 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
- Student Mentor Program
- Pastoral Care Program – Learning Curve Planners
- Code of Conduct/Incident Report Form – Reporting Process
- Safety Posters around the College
- ACMA Cyber Smart 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 in both Primary and Secondary College
- Student Welfare Officer available to both Primary and Secondary students
- ‘Strength’ and ‘Girls with a Purpose’ program
- Peter Jenetzki – Student Seminars

**Social Climate:** Describes the social climate of the school, including pastoral care programs

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 Communications 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 Primary/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 Cyber safety.

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 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 get help from their teachers, their Year Level Coordinators, the Chaplains or the Directors of Primary or Secondary College.

**Expenditure on and Teacher Participation in Professional Development:  
a) Teacher Participation in Professional Development**

Description of PD activity	Number of teachers participating in activity
2014 New Staff Induction	3 - Secondary
2014 Staff Induction <ul style="list-style-type: none"> <li>• Child Protection</li> <li>• WH&amp;S</li> <li>• Library and ICT Procedures</li> </ul>	All
Back to Work DVD Series (James Macpherson)	25 - Secondary
BonSAI Workshop (QCAA)	3 - Secondary
C2C Workshop (QCAA)	2 - Secondary
Child Protection Officer Training	7
Cochlear Implants Workshop	25 - Secondary
Engineering a Creative Culture in the Classroom (Tamara Dawson)	7 – Secondary English
First Aid Course	12 - Secondary
Introduction to Wireless Data Projectors (Tim Devitt)	4 - Secondary
iPad Apps for Assessment and Student Feedback (Pearson Webinar Series)	15 - Secondary
iWrite Workshop	1 – Secondary English
LEaST Workshop (JCU)	1 - Secondary
NAPLAN Workshop (QCAA)	2 - Secondary
QCAA Panels	10 - Secondary
QCAA SAS Moderation Meetings	1 - Secondary
Revision of English Curriculum Collaborative Meetings (Annette Curnow)	1 – Secondary English
Senior Drama Workshop (QCAA)	1 – Secondary Drama
Text Connectives Workshop (Annette Curnow)	8 – Secondary English
ISQ – C2Cs	2 – Primary 2- Secondary
ISQ Virtual PD – Literacy Coaching	2 – Primary
ISQ Virtual PD – Using Technology in the Prep C/room	3 – Primary
QSA NAPLAN Mathematics	1-Primary
Reading Comprehension Grade 5	3-Primary
Ralph Priozzo Improving Your Student's	2 – Primary

NAPLAN results – (Matrix Planning)	
Count On numeracy – NAPLAN workshop	3- Primary 1 – Secondary
Reading Comprehension Grade 3	3 – Primary
Matrix Team Meeting	5- Primary
QSA NAPLAN Literacy	1-Primary
ISQ – Working with Texts by Beverly Derewainka	1-Primary
JCU Professional Experience Workshop	1-Primary
ISQ Virtual PD – Literacy Coaching	1-Primary
ISQ – Dr Lyn Mentoring and Coaching in a School Context	1-Primary
ISQ – Literacy Coaching (The Art and Science of Teaching)	2 – Primary
Differentiation in Planning	2 – Primary
ISQ virtual PD – Literacy Coaching	1-Primary
ISQ - Nationally Consistent Collection of Data on School Students with Disabilities	1-Primary
QCT Provisional Teacher Information Evening	5 –Primary 1-Secondary
QCT Fully Registered Teachers Information Evening	1-Primary
ACHPER North QLD HPE conference	1-Primary
GLC - Australian Curriculum Geography	1-Primary
June ISQ – Principal’s Briefing	2 –Primary 1-Secondary
ISQ – Literacy Coaching	2 – Primary
Matrix Team Meeting	5 –Primary
The Balanced Reader by Nelson Workshops – James Ferguson	1 –Primary
Regional Education Conferences 2014 Raising Expectations – Downs Syndrome	1 –Primary
Work-Life Balance for Teachers by Patti Glasgow	7 –Primary
Literacy Solutions Teachers’ Aides Reading	1 –Primary
Literacy Solutions Teachers’ Aides Writing	1 –Primary
October ISQ Principal’s Briefing	1 –Primary
ISQ Literacy and Numeracy Coaching Academy Session for 2014/2015 Coaches PD	1 –Primary
The Big Picture Rethinking Dyslexia	13 –Primary

Identifying Learning Differences and Sharing Strategies to Assist Students with Learning Differences	3 –Primary
Total number of teachers participating in at least one activity in the program year	59 = 100%

**Expenditure on and Teacher Participation in Professional Development:**

**a) Teacher Participation in Professional Development**

**b) Expenditure on Professional Development**

Total Number of Teachers	Total expenditure on teacher PD (as recorded in Financial Questionnaire)	Average expenditure on PD per teacher
59	\$52,639.14	\$892.00
The total funds expended on teacher professional development in 2014		\$52,639.14
The proportion of the teaching staff involved in professional development activities during 2014		100%
The major professional development initiatives were as follows: 2014 Staff Induction, new and continuing, Child Protection, WH&S, Library and ICT Procedures		

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

Number of permanent teaching staff at end of previous year	Number of these staff retained in the following year (the program year)	% retention rate
52	51	98%
From the end of 2013 98 % of staff were retained for the entire 2014 school year		

## Key Student Outcomes

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

Number of possible attendance days	Total number of students	Total number of days absent	Total Attendance
154,744	841	10,288	144,456

The average attendance rate for the whole school as a percentage in 2014 was 93.35%

### Average student attendance rate for each year level:

Year levels	Average attendance rate for each year level as a percentage in 2014
Prep	93.28%
Year 1	95.50%
Year 2	94.05%
Year 3	94.15%
Year 4	95.52%
Year 5	93.78%
Year 6	93.18%
Year 7	91.77%
Year 8	93.45%
Year 9	90.39%
Year 10	94.43%
Year 11	93.56%
Year 12	93.99%

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

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

## NAPLAN results for Years 3, 5 and 7 and 9 in 2014

<b>Reading</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	403	418	93%
Year 5 (2014)	493	501	100%
Year 7 (2014)	530	546	94%
Year 9 (2014)	560	580	83%
<b>Writing</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	384	402	95%
Year 5 (2014)	467	468	96%
Year 7 (2014)	490	512	89%
Year 9 (2014)	527	550	78%
<b>Spelling</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	368	412	95%
Year 5 (2014)	479	498	93%
Year 7 (2014)	523	545	94%
Year 9 (2014)	568	582	88%
<b>Grammar and Punctuation</b>			
Year	Average Score (School)	Average Score (National)	% at or above National minimum standard
Year 3 (2014)	399	426	93%
Year 5 (2014)	494	504	98%
Year 7 (2014)	534	543	91%
Year 9 (2014)	557	574	83%

<b>Numeracy</b>			
<b>Year</b>	<b>Average Score (School)</b>	<b>Average Score (National)</b>	<b>% at or above National minimum standard</b>
Year 3 (2014)	388	402	95%
Year 5 (2014)	476	488	95%
Year 7 (2014)	529	546	94%
Year 9 (2014)	557	588	92%

**Apparent Retention Rate Year 10 to 12:**

	<b>Year 10 Base</b>	<b>Year 12</b>	<b>Apparent Retention Rate %</b>
Number of Students	60	52	86.6%

Year 12 student enrolment as a percentage of the Year 10 cohort is 86.6%