

Calen District State College (1550)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

This report is presented as a snapshot of the 2012 school year, for example NAPLAN performance, OP results, programs conducted through community and industry partnerships, extra-curricular activities and future plans for the school. A hard copy of this report can be made available to anyone who does not have access to an internet. A hard copy is also available in the office's reception area for visitors to peruse.

We are very proud of our students' achievements academically, culturally and athletically. These great results are the results of dedicated teachers, supportive parents, innovative programs and the terrific support which we receive from industry and the community.

Calen District is committed to:

Respect and dignity; Partnerships; Diversity and inclusivity; Leadership and accountability; Professional and personal ethics.

The expectation for all students is that they will: a) Work at their own learning ie work as hard as they can to achieve the best results that they can; b) Allow others to work at their own learning – ie allow others to achieve to their potential. c) Treat other people and property with respect – ie be respectful, inclusive, friendly and follow the instructions of staff; and look after the property of others.

We endeavour to equip young people for the future so that they can engage in and contribute to a socially, economically and culturally vibrant society. We achieve this through the provision of an intellectually challenging learning environment with a range of academic and vocational education subjects. We aim to help our students to turn their dreams into reality.

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School progress towards its goals in 2012

Learning and Attainment

- (a) Use the primary and secondary School Improvement Teams to drive the school improvement agenda, through the analysis of data and identified need;**

The Primary and Secondary School Improvement Teams meet on a fortnightly basis, to analyse data and identify needs.

- (b) Preparation for the introduction of the Australian Curriculum in 2012;**

The Australian Curriculum was successfully implemented for English, Maths and Science, with the use of the C2C programs.

- (c) Implement the Cars and Stars reading comprehension program;**

The Cars and Stars Reading Comprehension strategies have been implemented across the school.

- (d) Development of a new Reading Framework;**

The Reading Framework was developed in partnership with the Northern Highway cluster schools and has been implemented across the school.

- (e) Development of a new school spelling Framework.**

The Spelling Framework was developed in partnership with the Northern Highway cluster schools and has been implemented across the school.

Engagement

- (a) Continue with the careful monitoring and tracking of students' engagement.**

The School Improvement Teams carefully monitor and track student' performance and engagement.

- (b) Promote pride in indigenous cultures;**

Indigenous Perspectives have been implemented into the curriculum and we will continue this focus so that it is embedded through the curriculum as normal practice in 2013. Pride in indigenous cultures is being promoted through NAIDOC celebrations and the integration of indigenous perspectives into the curriculum.

- (c) Develop partnership with CQUniversity in the development of the Career Match trial.**

A partnership has been developed with CQUniversity in the provision of the Wider Participation Program which includes "A Hero's Journey", "Career Match", "Uni Skills" and the SUN courses. A wide range of opportunities in terms of curriculum offerings and extension activities have been provided for the students – SUN program through CQU, Radio Rocks, Different Strokes, Project 600 and the Rising Generation's National Leadership Camp

Wellbeing

- (a) Continue to implement the Boys program involving Rock and Water;**

The Rock and Water program was not continued during 2012 due to departure of the trainer/group leader.

- (b) Provision of a wide range of extra-curricular and community involvement opportunities for the students such as Active After Schools; Jump Rope for Heart; Debating and Public Speaking; Literature Festivals; Relay for Life; Sporting exchanges with Glenden and Collinsville.**

The school has continued to provide students with a wide range of extra-curricular and community involvement opportunities.

- (c) Train the staff in the social and emotional wellbeing programs "You can do it" (primary) and "Mind Matters" (secondary) for implementation.**

The "You can do it" social and emotional wellbeing program has been implemented in the primary sector while the "Mind Matters" program is still being developed for implementation in the secondary sector.

Pathways (P-12 Secondary)

- (a) Provision of a minimum of one week's work experience for students in years 10, 11 and 12.**

Students in years 10, 11 and 12 undertake a minimum of one week's work experience each year many students also opt to undertake additional work experience sessions during their holidays.

- (b) Implement the use of the computer package "Career Voyage" for senior phase students;**

Senior phase students utilise the computer package, "Career Voyage" as a means of assisting in the selections of subjects.

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(c) Implement the Career Match project for year 9 students with it being extended into year 10 in 2012;

As part of the partnership agreement with CQUniversity Australia, Calen's year 9 students have the opportunity to be involved in the Career Match project.

(d) Promote the Start Uni Now (SUN) program courses provided by CQUniversity Australia for our senior phase students;

Senior phase students are encouraged to undertake extension tertiary courses through CQU's SUN program.

(e) Promote the certificate courses available through external providers such as TAFE or RITE.

Senior phase students are encouraged to undertake certificate II and III courses through TAFE and RITE.

Future outlook

- Reading – accuracy, fluency and comprehension including inferential comprehension; implement the SCORE approach; continue with Cars and Stars.
- Spelling – Explicit teaching of Words their Way.
- Writing – Explicit Teaching of writing process; 7 Steps to Writing Success
- Basic Number Facts
- Multiple step problem solving
- Continue to implement the Australian Curriculum and the C2C units in English, Maths and Science
- Implement the Australian Curriculum and the C2C units in History
- Embed indigenous perspectives into the curriculum
- Implement and embed Explicit Instruction throughout the school
- Prepare for the introduction of year 7s into secondary school – a Junior Secondary model
- Development of a culture of a culture which promotes mentoring and feedback – collegial coaching
- Development of a culture of pride in our school
- Development of a culture of achievement
- Development of a culture of school wide positive behaviour
- Continue to implement a differentiated curriculum to cater for the diversity of student needs
- Greater involvement of parents in the school
- Continue to provide a diverse range of activities to extend and meet the diverse range of interests and needs of students
- Continue to expand the smorgasbord of subject opportunities for senior phase students
- Continue with the established strong partnerships with industry and the community.

Our school at a glance

School Profile

Co-educational or single sex: Co-educational

Year levels offered in 2012: Prep - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	225	110	115	92%
2011	208	97	111	92%
2012	205	91	114	87%

Student counts are based on the Census (August) enrolment collection.

Characteristics of the student body:

The student body is fairly evenly divided between the primary and secondary sectors and both sectors elect two school captains and both operate a student council. Over the past ten years there has been an increase in the number of senior phase students (this has stabilised over the past five years) and in the number of tertiary bound students, although this fluctuates depending on the students' goals. Over the past six years our seniors have moved into such diverse academic paths as accounting, aviation, business, engineering, health and fitness, information technology, journalism, law, medical imaging, nursing, physiotherapy and teaching. A number of our students elect to increase their skill set and qualifications by undertaking a range of VET qualifications and a number of industry placements. Our students have been successful in obtaining either apprenticeships or traineeships and this impacts on our retention rates as students often depart to take up these training and employment opportunities during or at the end of year 11. About 9% of our students are indigenous.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	22	24
Year 4 – Year 10	13	19	17
Year 11 – Year 12	7	10	10

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	5	0	<5
Long Suspensions - 6 to 20 days	<5	0	0
Exclusions	<5	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

The multi-sector nature of our campus enables teachers to teach across the traditional primary/secondary interface. This also leads to a key learning approach across the three phases of learning (Early, Middle and Senior).

The Different Strokes program which we deliver in partnership with Cummins Mackay operates as a means of re-engaging those who are under threat of disengaging as well as those who are interested in pursuing a career as a diesel fitter, operates for students from year 6 to year 12. Students in this program develop their literacy, numeracy and technology skills while working on small and large diesel motors in a workshop situation.

The Radio Rocks program provides those students in the middle and senior phases with the opportunity to attain on-air experience and a nationally recognised qualification. Students in the middle and senior phases have the opportunity to study German on campus and every four years the secondary German students visit Germany where they attend German schools and live with German families. Students in the senior phase have the opportunity to select from a wide range of subjects, some of which are available through the Brisbane School of Distance Education and they also have the opportunity to commence tertiary studies through the Start Uni Now (SUN) program operated by CQUniversity Australia. Courses which our students have studied include: accounting; creative writing; digital media – vision and voice; engineering; nursing; short stories; sonography; and teaching. A year 12 student has also studied Latin from Cambridge University in the United Kingdom.

In addition to these opportunities, students at Calen are able to access certificate courses at TAFE and through the RITE.

In 2011, Calen District State College was awarded the Australian Rural Education Award and was named the top secondary school in Queensland according to Dr Smeed's "Tracking and Academic Management Index" in recognition of the school's distinctive curriculum offerings which meet the diverse range of students' needs.

As a result of these awards, the school was invited to present papers and workshops at a national conference in 2012 and an international symposium in 2013.

Extra curricula activities

The following are the extra curricula activities which are offered at Calen:

- (a) Active After Schools program
- (b) Gym training
- (c) Sport – touch football, rugby league, netball
- (d) The annual Glenden exchange and the Tri-schools completion involving Glenden, Calen and Collinsville
- (e) Debating and public speaking
- (f) SUN program – CQUniversity Australia
- (g) Radio Rocks –available for students in middle and senior phases, although only senior phase students are currently involved
- (h) Different Strokes – middle and senior phases
- (i) Creative writing workshops and Literature Festivals
- (j) Rock, Pop, Mime
- (k) Each year our school conducts either a NAIDOC or a multicultural day with a range of interactive activities designed to promote an understanding of other cultures.

How Information and Communication Technologies are used to assist learning.

With the refurbishment of the primary and secondary classrooms, thanks to the state government's "State Schools of Tomorrow" grant, we have been able to supply every classroom with a digital projector and many also have interactive whiteboards. Information and Communication technologies are increasingly being integrated into the teaching and learning at Calen District State College. In addition to the interactive whiteboards and the data projectors, computers are used in classrooms from prep to year 12. Within the primary sector, information technology is used to assist in reading (reading eggs), research (internet), word processing and maths. Primary students also have explicit lessons in the use of word processing, spreadsheets and graphics. Secondary students have Computer Studies as a core subject in Year 8, Information Technology as an elective subject in Years 9 and 10 and Information Technology Systems and Business Communication Technologies as elective subjects in Years 11 and 12. In some subject areas, eg Business, IT and Social Science, the modules are self-paced and are on The Learning Place and all of the assessment is conducted on-line. Computers are utilised in the delivery of the Virtual Schooling subjects as well as the SUN program through CQUniversity Australia and the Project 600 which is specifically for year 5 students. In addition to the two computer rooms, there are laptop trolleys in two of the teaching blocks (one primary and one secondary) and there are plans to gradually add to this. These facilities have enabled information technology to become a valuable resource or component to enhance our teaching in both the primary and secondary classrooms at Calen.

Social climate

A number of support programs are available at the Calen District State College. We have a Guidance Officer, a School Based Health Nurse and access to Youth Workers.. The school does not tolerate bullying and seeks to work with both the perpetrator and the victim. The "You Can Do It" program as well as strategies provided by the guidance office and school-based youth health nurse focus on developing students' resilience. The new "Responsible Behaviour Plan" which was developed in 2012, outlines the school's non-tolerance of bullying (including cyberbullying). Strategies include the explicit teaching of the expected school behaviours and a set of safe and effective responses to all problem behaviours; working with parents and support agencies; conferencing; victim resilience training; proactive work with the bullies themselves; and ultimately suspension if it persists. The primary class teachers and the secondary form teachers provide pastoral care programs to assist students' emotional and physical wellbeing.

76.7% of the students expressed that they liked to go to this school and 89.5% of the surveyed parents felt that their children liked to go to school at Calen.

84.7% of the students expressed that they felt safe at this school and 89.5% of the parents stated that their children felt safe at Calen.

61% of the students expressed satisfaction at being fairly treated at this school. 73.7% of the parents expressed satisfaction that their children were being fairly treated.

Parent, student and staff satisfaction with the school

78.9% of the surveyed parents felt that their child was getting a good education at this school and that their child's teacher expects them to do their best. 84.2% of the parents expressed satisfaction that they could talk to their child's teacher about their concerns, that the school takes their concerns seriously and that the school works with them to support their child's learning.

76.3% of the surveyed students expressed that they felt that they were getting a good education at Calen, while 93.3% believed that that their teachers expected them to do their best in school. 86.2% of the surveyed students expressed that their teachers provided useful feedback.

81.8% of the teachers expressed satisfaction with having good access to quality professional development and 78.3% expressed satisfaction with staff morale.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	78.9%
this is a good school	78.9%
their child likes being at this school*	89.5%
their child feels safe at this school*	89.5%
their child's learning needs are being met at this school*	73.7%
their child is making good progress at this school*	78.9%
teachers at this school expect their child to do his or her best*	78.9%
teachers at this school provide their child with useful feedback about his or her school work*	73.7%
teachers at this school motivate their child to learn*	72.2%
teachers at this school treat students fairly*	73.7%
they can talk to their child's teachers about their concerns*	84.2%
this school works with them to support their child's learning*	84.2%
this school takes parents' opinions seriously*	84.2%
student behaviour is well managed at this school*	57.9%
this school looks for ways to improve*	84.2%
this school is well maintained*	94.7%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	76.3%
they like being at their school*	76.7%
they feel safe at their school*	84.7%
their teachers motivate them to learn*	79.7%
their teachers expect them to do their best*	93.3%
their teachers provide them with useful feedback about their school work*	86.2%
teachers treat students fairly at their school*	61.0%
they can talk to their teachers about their concerns*	66.1%
their school takes students' opinions seriously*	59.6%

Our school at a glance

student behaviour is well managed at their school*	65.0%
their school looks for ways to improve*	81.4%
their school is well maintained*	76.3%
their school gives them opportunities to do interesting things*	74.6%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	81.8%
with the individual staff morale items	78.3%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are encouraged to participate in their child's education. This includes hearing reading and working with Sight Words, assisting in the classroom and attending parent-teacher interviews. While much of this revolves around the early phase sector, parents of secondary students are also encouraged to be involved as well. This involvement includes regular email contact providing an update on the student's performance, coming to class to provide assistance regarding family history in a SOSE lesson. At Calen we encourage an open door policy and teachers are available for parent-teacher interviews outside of the allocated parent-teacher interviews. Parents are also invited attend subject selection evenings and the showing of student made films as part of A Hero's Journey. Calen is fortunate in having a very active and supportive P&C.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Despite the introduction of data projectors and some interactive Smartboards, the electricity use in 2012 was lower than in 2010. However it is unfortunate that the usage was actually 5,600 KWh greater than it was in 2011. Water usage was actually greater in 2012 than it was during the previous two years. Measures will need to be implemented to ensure that the school reduces its environmental footprint. The school has introduced solar panels and has installed new rain water tanks. Air-conditioners have been set at 24% and this will need to be policed along with the turning off of lights.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	177,702	3,310
2010-2011	167,040	2,929
2011-2012	172,678	3,953

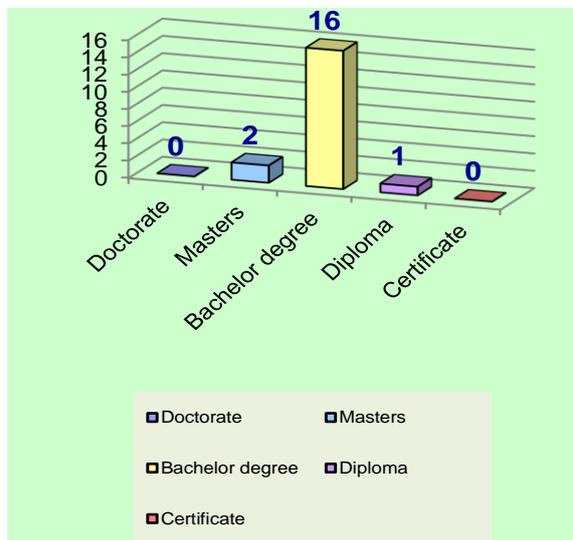
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	19	16	<5
Full-time equivalents	17.3	9.4	<5

Qualifications of all teachers

Doctorate	0
Masters	2
Bachelor degree	16
Diploma	1
Certificate	0



One staff member is researching for a Doctor of Education degree and two staff members are currently studying for their Masters degrees. In addition other staff members are either undertaking or contemplating additional study leading to a second bachelor's degree or other form of qualification such as Vocational Education certificates.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$ 20,649.62.

In 2012 the major professional development initiatives were as follows:

The introduction of History as part of the Australian Curriculum; Explicit Instruction; OneSchool Planning and Reporting; CPR and First Aid; Cars and Stars Reading Comprehension strategies; subject specific training conducted by the Queensland Studies Authority; Performance Planning.

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

Our staff profile

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.8%	96.3%	96.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 95.4% of staff was retained by the school for the entire 2012 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says '**Search by school name**', type in the name of the school you wish to view, and select **<GO>**. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	87%	88%	89%
The overall attendance rate in 2012 for all Queensland state Primary-Secondary Combined schools was 89%.			

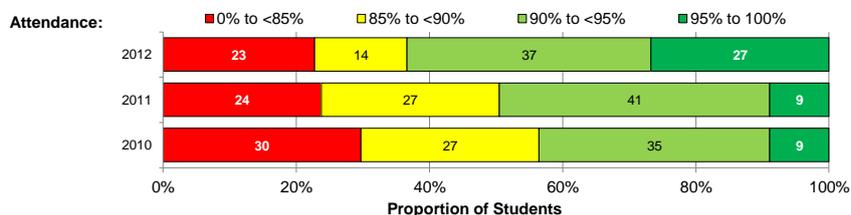
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	87%	90%	92%	90%	91%	90%	89%	89%	83%	88%	81%	88%
2011	86%	88%	92%	90%	88%	92%	92%	90%	85%	85%	87%	79%
2012	86%	89%	87%	93%	89%	90%	92%	92%	90%	87%	85%	90%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Rolls are marked twice a day (morning and afternoon) and absences are recorded along with a code ie school activity, TAFE, reported illness, explained etc. Students who have an unexplained absence are asked to bring a note from parents explaining the absence. Phone conversations are held with parents and/or letters are sent if students have prolonged absences or whose absences remain unexplained.

Performance of our students

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.

The screenshot shows a search interface titled "Find a school". It contains two main search sections. The first section is "Search by school name", which includes a text input field and a yellow "GO" button. The second section is "Search by suburb, town or postcode", which includes a text input field, a "Sector" dropdown menu with "Government" and "Non-government" options, and a yellow "SEARCH" button.

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The attendance rate of indigenous students at Calen District State College was comparable to that of non-indigenous students and both rates are comparable to that of all students in Queensland State Schools. In 2012 there were no indigenous students in year 12 but for the previous three years the apparent retention rate from year 10 to year 12 for indigenous students was greater than non-indigenous student at Calen and in fact greater than other schools throughout Queensland. The mean for indigenous students' performances on year 9 writing and year 9 numeracy test areas in the 2012 NAPLAN tests were higher than the mean for non-indigenous students. However there remains a gap between the mean performances of indigenous and non-indigenous students in the other areas and in other year levels.

Performance of our students

Apparent retention rates Year 10 to Year 12

	2010	2011	2012
Year 12 student enrolment as a percentage of the Year 10 student cohort.	67%	62%	44%

Outcomes for our Year 12 cohorts

	2010	2011	2012
Number of students receiving a Senior Statement.	20	14	9
Number of students awarded a Queensland Certificate Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP).	10	0	1
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	5	3	2
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	20	14	9
Number of students awarded an Australian Qualification Framework Certificate II or above.	17	8	6
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	20	12	9
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.	100%	NA	100%
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%	100%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	NA	100%

As at 2 May 2013. The above values exclude VISA students.

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.

	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2010	3	2	5	0	0
2011	0	0	0	0	0
2012	0	1	0	0	0

As at 2 May 2013. The above values exclude VISA students.

Performance of our students

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).

	Certificate I	Certificate II	Certificate III or above
2010	20	17	0
2011	14	8	0
2012	8	6	1

As at 2 May 2013. The above values exclude VISA students.

Students at Calen have had the opportunity to complete Certificate I courses in Business, Information Technology and Work Education. Certificate II courses were also awarded in Agriculture (Beef Cattle Production); Business; Childcare; Creative Industries; Engineering; and Information Technology. One student was awarded a Certificate III in Agriculture (Beef Cattle Production).

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2012 Year 12 cohort's post-school destinations survey, *Next Step – Student Destination Report* for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.

Early leavers information

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

The students from Calen District State College who left the school in Years 10 and 11 continued their education or training either by taking up apprenticeships or traineeships, or have enrolled at other schools when their families moved location or the students were seeking subjects which were not available at Calen. Students who are leaving are interviewed and the pathways are explored, including the option to return to Calen DSC if the training does not work out.