Calen District State College

ANNUAL REPORT
2017

Queensland State School Reporting

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Department of Education

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Sue Spreadborough, Acting Principal

School Overview

Calen District State College prides itself in being able to take our students 'from crayons to careers'. It is our vision that students at this school will have been: engaged in a powerful and intellectually challenging learning environment; encouraged to become autonomous learners and provided with the opportunity to experience success.

Principal's Foreword

Introduction

Welcome to Calen District State College. I am pleased to present this School Annual Report for the 2017 school year. This report is available as a download from the school web site and in hard copy from the school office. We take great pride in knowing that we are the only secondary education provider on the Northern Highway. We are also conscious of the significant responsibility that comes with this, and so we work every day to provide multiple pathways for our young people, be it academic, vocational or for full-time employment. Our School Annual Report includes the following information:

☐ School profile

☐ Curriculum offerings

☐ School climate

☐ Extra-curricular activities students have enjoyed

☐ Teachers' qualification and professional development

☐ Student performance results for 2017, Year 7 and 9 Naplan tests and the Graduate Year 12 cohort

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School Progress towards its goals in 2017

The school continued to invest heavily in and progress the school's improvement agenda with a focus on teacher pedagogy and unit planning to meet the individual needs of students. A summary of the school's progress towards achieving the goals identified in its 2017 Annual Implementation Plan's priorities is listed below.

Annual Implementation Plan Priorities for 2017	Achieved	Comments
Consistent approach to unit planning	✓ partially	More work to be done to include all curriculum areas.
Collaborative planning and data analysis	✓	Ongoing
Deepen teacher knowledge of THRASS	✓	
Mastery of Explicit Instruction	✓	
Deepen teacher knowledge of the Australian Curriculum	✓	This work is ongoing as more subjects come into line.
Implement PBL	✓	Ongoing.
Improve attendance rates of all students	✓	Students with less than 85% attendance improved from 28.6% in 2016 to 20.3% in 2017.

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Future Outlook

Annual Implementation Plan Priorities for 2018	Targets for 2018
Consistent approach to unit planning	100% of teachers employing school's planning template in at least 1 learning area
Collaborative planning and data analysis	100% of staff to be involved
Visible Learning introduced throughout school	100% of staff to be involved
Deepen teacher knowledge of the Australian Curriculum	100% of staff to be involved
Consolidate PBL throughout the school	Increase percentage of parents, students and staff who respond positively to school opinion survey. Decrease in number of behaviour referrals to Administration.
Improve attendance rates of all students	Attendance >91.1% <20% of students attending less than 85% < 15% of indigenous students attending less than 85%

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017: Prep Year - Year 12

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	208	102	106	13	93%
2016	226	113	113	15	90%
2017	187	99	88	18	89%

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

In 2017, 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 (https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous).

Characteristics of the Student Body

Overview
The student body comes from a wide geographical area. The Northern Highway is predominately a rural sugar cane growing area with students living on farms and in small service centres. Several of the families also have one or two parents working in the Bowen Basin which means parents have to travel to their employment.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	20	19
Year 4 – Year 6	28	15	23
Year 7 – Year 10	15	14	20
Year 11 – Year 12	11	11	20

Curriculum Delivery

Our Approach to Curriculum Delivery
• A kindergarten, operated by the Creche and Kindergarten Association, has been constructed on the school's grounds and we have developed an excellent relationship with the kindergarten which has aided the kindergarten students' transition to prep.

• The Different Strokes – Mechanics Matter program which we provides students in years 7 to 12 who are interested in pursuing a career as a diesel fitter or as a mechanic, with the opportunity to work in a real life workshop environment under the guidance of a retired mechanic. Students in this program also develop their literacy, numeracy and technology skills while working in a workshop environment.

• Students from years 5 to 12 have the opportunity to study German on campus.

• Students in the senior secondary years have the opportunity to study from a wide range of subjects, some of which

are available through the Brisbane School of Distance Education. They also have the opportunity to commence tertiary study through the Start Uni Now (SUN) program operated by CQUniversity Australia. Courses which our students have studied include accounting; creative writing; digital media; engineering; nursing; short stories; sonography; and teaching.

• In addition to these opportunities, students at Calen are able to access VET certificate courses at CQUniversity and the Queensland Agricultural College.

• In 2016 and 2017, Calen was awarded the Australian Rural Education Award and was in 2011, named the top secondary school in Queensland for senior students' outcomes and meeting their needs, according to Dr Smeed's "Tracking and Academic Management Index".

• As a result of these awards, the school has been invited to present papers and workshops at national conferences in 2012, 2014, 2015, 2016 and 2017 and international symposiums in 2013 and 2016. .

Co-curricular Activities

The following are the co-curricular activities which are offered at the school:

• Gym training;
• Sport – touch football, rugby league, netball, swimming, cross-country, athletics;
• The annual Glenden exchange;
• Debating and public speaking;
• Different Strokes – Mechanics Matter;
• Creative writing workshops and Literature Festivals;
• NAIDOC or Multicultural Days.

How Information and Communication Technologies are used to Assist Learning

Every primary and secondary classroom has a digital projector and many also have interactive whiteboards. Information and communication technologies are increasingly being integrated into teaching and learning at Calen District State College

In addition to the digital projectors, computers are used in the primary and secondary classrooms (prep through to year 12) and in addition to the two computer laboratories, there are three laptop trollies and these are well utilized.

We are fortunate in having a Department of Education and Training Stem Champion in our school and she is also a CoderDojo champion and the organizer of the Café Sci Fi, activities which are designed to motivate and inspire our students about technology, the digital world and coding..

Social Climate

Overview

A number of support programs are available at the Calen District State College. We have a Guidance Officer, a School Based Health Nurse. The school does not tolerate bullying and seeks to work with both the perpetrator and the victim.

During 2016 the school conducted a review of the "Responsible Behaviour Plan" which was developed in 2012 and as a consequence the school has implemented "Positive Behaviour for Learning". PBL training for staff began in 2016 and has continued in 2017.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	91%	95%
this is a good school (S2035)	94%	91%	90%
their child likes being at this school* (S2001)	88%	91%	100%
their child feels safe at this school* (S2002)	88%	91%	86%
their child's learning needs are being met at this school* (S2003)	94%	91%	100%
their child is making good progress at this school* (S2004)	94%	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	90%	100%
teachers at this school motivate their child to learn* (S2007)	94%	91%	90%
teachers at this school treat students fairly* (S2008)	76%	67%	81%
they can talk to their child's teachers about their concerns* (S2009)	94%	86%	100%
this school works with them to support their child's learning* (S2010)	88%	95%	95%
this school takes parents' opinions seriously* (S2011)	88%	90%	80%
student behaviour is well managed at this school* (S2012)	71%	68%	71%
this school looks for ways to improve* (S2013)	88%	91%	90%
this school is well maintained* (S2014)	100%	95%	95%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	91%	90%	81%
they like being at their school* (S2036)	85%	87%	79%
they feel safe at their school* (S2037)	91%	93%	89%
their teachers motivate them to learn* (S2038)	91%	95%	90%
their teachers expect them to do their best* (S2039)	97%	99%	96%
their teachers provide them with useful feedback about their school work* (S2040)	87%	91%	86%
teachers treat students fairly at their school* (S2041)	78%	73%	68%
they can talk to their teachers about their concerns* (S2042)	77%	87%	74%
their school takes students' opinions seriously* (S2043)	78%	79%	76%
student behaviour is well managed at their school* (S2044)	77%	67%	65%
their school looks for ways to improve* (S2045)	93%	93%	90%
their school is well maintained* (S2046)	86%	96%	88%
their school gives them opportunities to do interesting things* (S2047)	86%	91%	80%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	97%	97%
they feel that their school is a safe place in which to work (S2070)	100%	100%	97%
they receive useful feedback about their work at their school (S2071)	93%	86%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	83%	84%
students are encouraged to do their best at their school (S2072)	96%	94%	95%
students are treated fairly at their school (S2073)	93%	92%	95%
student behaviour is well managed at their school (S2074)	89%	81%	86%

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Performance measure			
Percentage of school staff who agree# that:	**2015**	**2016**	**2017**
staff are well supported at their school (S2075)	93%	92%	95%
their school takes staff opinions seriously (S2076)	93%	89%	97%
their school looks for ways to improve (S2077)	96%	94%	97%
their school is well maintained (S2078)	96%	97%	100%
their school gives them opportunities to do interesting things (S2079)	100%	94%	97%

* Nationally agreed student and parent/caregiver items
\# '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 invited to participate in their child's education. There are information sessions at the start of each semester as well as formal parent/teacher interviews. Parents are invited to be with reading groups.
We have a very active P&C and a fundraising committee and they have planned excellent community events such as a casino Night and Go Kart Derby.

Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships.
In addition to the Child Protection and Code of Conduct training, staff members are also made aware of the need to ensure that any suspicions regarding trauma or harm are reported.
The school has developed and is in the process of implementing a program to create an awareness of the need for respectful relations and this is aimed primarily at students in Junior Secondary. "The Guide to Appropriate Language" is an important component of this.
The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	2	13	14
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	1

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Environmental Footprint

Reducing the school's environmental footprint

We have made a conscious effort to ensure that electrical items are turned off when they are not in use and that air-conditioners are set at the most efficient levels.
Our water consumption has shown a dramatic reduction in the 2016 – 2017 period.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	156,109	3,816
2015-2016	127,421	3,611
2016-2017	166,753	1,072

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.

School Funding

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School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and 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.**

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	23	20	<5
Full-time Equivalents	19	12	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	1

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Bachelor degree	20
Diploma	
Certificate	

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $67000.

The major professional development initiatives are as follows:

Increasing teacher knowledge of THRASS.

Training staff in PBL.

Implementation of the Australian Curriculum.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 95% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	92%	89%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	90%	87%	89%

*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.

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The overall student attendance rate in 2017 for all Queensland P-10/P-12 schools was 90%.

	AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL												
Year Level	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
2015	91%	94%	90%	93%	88%	91%	94%	93%	90%	93%	92%	93%	92%
2016	86%	90%	94%	92%	94%	86%	93%	93%	91%	83%	88%	87%	85%
2017	94%	90%	91%	94%	92%	93%	92%	89%	93%	92%	76%	90%	89%

*Attendance rates effectively count 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:
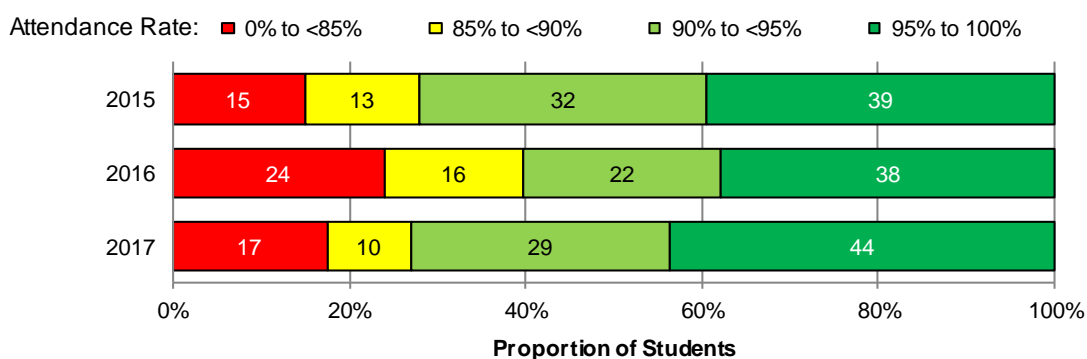
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Attendance Procedures

Administration Officer

- Run roll monitoring report from One-School to check that all class rolls have been marked
- Chase up staff to complete unmarked rolls or enter rolls manually marked
- Record information into One-School from Late Arrivals and Early Departures Register.
- Run One-School Reports
- o Roll Marking Absence
- o Student Official Absence
- Create PDF version of both reports. Print hard copy of Roll Marking Absence Report only
- File Roll Marking Absence Report in folder for use in emergencies
- Send the PDF version of both reports to the Guidance Officer on a daily basis
- Run One-School Absence Data Import report for AM Roll
- Use SMS4Schools to send SMS to parents of all unexplained absent students for AM Roll
- Run One-School SMS/Text Message Export report for PM Roll
- Use SMS4School to record SMS sent/received from parents of all unexplained absent students
- Run One-School Unexplained Absences report for consecutive absences (looking over a 2 week period) – look for any 2 day absences in the fortnight.
- Make phone calls to parents for consecutive unexplained absences, keep a written note on the report and record contact in One-School.

- Email Principal if no response after 3 days or if student is already on the 'watch list – previous record of high absenteeism'

- Continue to email Principal with daily update until child returns to school.

Principal
Begin Enforcement of Attendance procedure in One-School - Manage Incidents/Insert Child's Name/ Enforcement of Attendance

Head of Department
Monitor attendance tracking program and notify Principal of any students who are displaying worrying trends (falling below 95% Attendance without reasonable explanation).

Principal to make follow-up phone calls to parents and begin Enforcement of Attendance procedures.

NAPLAN

NAPLAN

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.**

Where it states **'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.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students receiving a Senior Statement	16	17	18
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	5	4	5
Percentage of Indigenous students receiving an Overall Position (OP)			0%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2015	2016	2017
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	4	4	1
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	16	16	17
Number of students awarded an Australian Qualification Framework Certificate II or above.	15	10	16
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	16	16	18
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.			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.	100%	75%	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%	94%	100%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	100%	100%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)				
Number of students in each band for OP 1 - 25				
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2015	0	3	2	0	0
2016	0	0	3	1	0
2017	0	1	4	0	0

As at 14th February 2018. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)		
Number of students awarded certificates under the Australian Qualification Framework (AQF)		
Years	Certificate I	Certificate II	Certificate III or above
2015	12	15	0
2016	13	10	0
2017	16	16	0

As at 14th February 2018. The above values exclude VISA students.
Students completed Certificate II qualifications in Skills for Work and Vocational Pathways and Tourism.

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

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	123%	113%	78%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	100%		200%

* The Years 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%).

Student Destinations

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Post-school destination information

The results of the 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:
http://www.calendsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx

Early leavers information

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

Year Level	Number of students	State Secondary School	Other School System	Home Schooling	Employment	Registered Training Organisation	Unknown
10	4	2		1			1
11	8	1			2	3	2
12	8	4			4		

Conclusion

Calen District State College is a high performing school and is a great place to learn and work. Our teachers are professionals with an unwavering commitment to student success. We pride ourselves on being a community school and the community hub in our small rural town.

We pride ourselves in being able to take students from Crayons to Careers!

We acknowledge that our efforts are rewarded with growth and successful transitions of our students.

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