



SECOND TO NONE

Calen District State College

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



Queensland  
Government

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<b>Contact person</b>	Sue Spreadborough Acting Principal

# From the 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.

## 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 2018, Year 7 and 9 Naplan tests and the Graduate Year 12 cohort

## School progress towards its goals in 2018

Annual Implementation Plan Priorities for 2017	Achieved
Consistent approach to unit planning	✓
Collaborative planning and data analysis	✓
Deepen teacher knowledge of THRASS	✓
Mastery of Explicit Instruction	✓
Deepen teacher knowledge of the Australian Curriculum	✓
Implement PBL	✓
Improve attendance rates of all students	✓

## Future outlook

Annual Implementation Plan Priorities for 2019	Targets for 2019
Improving Reading outcomes for Prep – 2 students	Increase percentage of students achieving a C from 67.3% - 85%
Quality Teaching and Pedagogy	100% of staff to be involved in using data to inform teaching
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 indigenous students	Decrease the percentage of indigenous students attending less than 85% from 52.2% - 20%.

## Our school at a glance

### School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	226	187	195
Girls	113	99	99
Boys	113	88	96
Indigenous	15	18	23
Enrolment continuity (Feb. – Nov.)	90%	89%	94%

#### Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

## 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

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	20	19	18
Year 4 – Year 6	15	23	22
Year 7 – Year 10	14	20	14
Year 11 – Year 12	11	20	6

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

## 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".

### Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	91%	95%	88%
• this is a good school (S2035)	91%	90%	82%
• their child likes being at this school* (S2001)	91%	100%	94%
• their child feels safe at this school* (S2002)	91%	86%	88%
• their child's learning needs are being met at this school* (S2003)	91%	100%	82%
• their child is making good progress at this school* (S2004)	95%	100%	88%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	82%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	90%	100%	82%
• teachers at this school motivate their child to learn* (S2007)	91%	90%	59%
• teachers at this school treat students fairly* (S2008)	67%	81%	71%
• they can talk to their child's teachers about their concerns* (S2009)	86%	100%	76%
• this school works with them to support their child's learning* (S2010)	95%	95%	71%
• this school takes parents' opinions seriously* (S2011)	90%	80%	71%
• student behaviour is well managed at this school* (S2012)	68%	71%	65%
• this school looks for ways to improve* (S2013)	91%	90%	82%
• this school is well maintained* (S2014)	95%	95%	94%

\* 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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	90%	81%	88%
• they like being at their school* (S2036)	87%	79%	88%
• they feel safe at their school* (S2037)	93%	89%	94%
• their teachers motivate them to learn* (S2038)	95%	90%	89%
• their teachers expect them to do their best* (S2039)	99%	96%	96%
• their teachers provide them with useful feedback about their school work* (S2040)	91%	86%	90%
• teachers treat students fairly at their school* (S2041)	73%	68%	74%
• they can talk to their teachers about their concerns* (S2042)	87%	74%	78%
• their school takes students' opinions seriously* (S2043)	79%	76%	80%
• student behaviour is well managed at their school* (S2044)	67%	65%	64%
• their school looks for ways to improve* (S2045)	93%	90%	91%
• their school is well maintained* (S2046)	96%	88%	90%
• their school gives them opportunities to do interesting things* (S2047)	91%	80%	87%

\* 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.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	97%	97%	97%
• they feel that their school is a safe place in which to work (S2070)	100%	97%	94%
• they receive useful feedback about their work at their school (S2071)	86%	92%	91%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	84%	94%
• students are encouraged to do their best at their school (S2072)	94%	95%	88%
• students are treated fairly at their school (S2073)	92%	95%	91%
• student behaviour is well managed at their school (S2074)	81%	86%	88%
• staff are well supported at their school (S2075)	92%	95%	81%
• their school takes staff opinions seriously (S2076)	89%	97%	78%
• their school looks for ways to improve (S2077)	94%	97%	94%
• their school is well maintained (S2078)	97%	100%	97%
• their school gives them opportunities to do interesting things (S2079)	94%	97%	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 education 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.

## School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	13	14	6
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	1	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

## Environmental footprint

### Reducing this 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. New energy efficient air-conditioners have also been installed in some classrooms.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	127,421	166,753	150,212
Water (kL)	3,611	1,072	3,074

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool\* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

\*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

## School funding

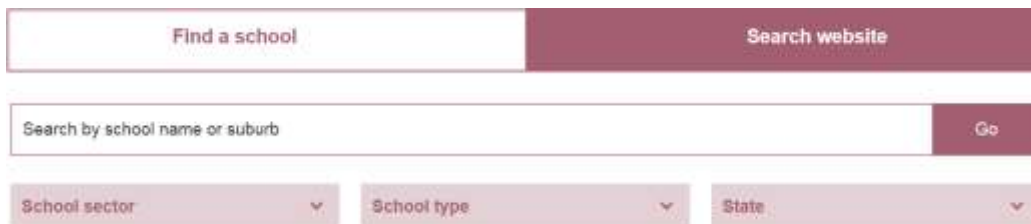
### School income broken down by funding source

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.



### How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. It features a search bar with the placeholder text "Search by school name or suburb" and a "Go" button. Above the search bar are two buttons: "Find a school" and "Search website". Below the search bar are three dropdown menus labeled "School sector", "School type", and "State".

3. Click on 'View School Profile' of the appropriate school to access the school's profile.



4. Click on 'Finances' and select the appropriate year to view the school financial information.



Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	22	20	<5
Full-time equivalents	18	12	<5

\*Teaching staff includes School Leaders.

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

### Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications	
Doctorate	0	*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.
Masters	2	
Graduate Diploma etc.*	0	
Bachelor degree	20	
Diploma	0	
Certificate	0	

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$70 000.

The major professional development initiatives are as follows:

- Implementation of the Australian Curriculum
- The new QCE
- Monitoring of student work

The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 89% of staff were retained by the school for the entire 2018.

# Performance of our students

## Key student outcomes

### Student attendance

The overall student attendance rate in 2018 for all Queensland state P-10/P-12 schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	89%	91%	92%
Attendance rate for Indigenous** students at this school	87%	89%	87%

\* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

\*\* *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

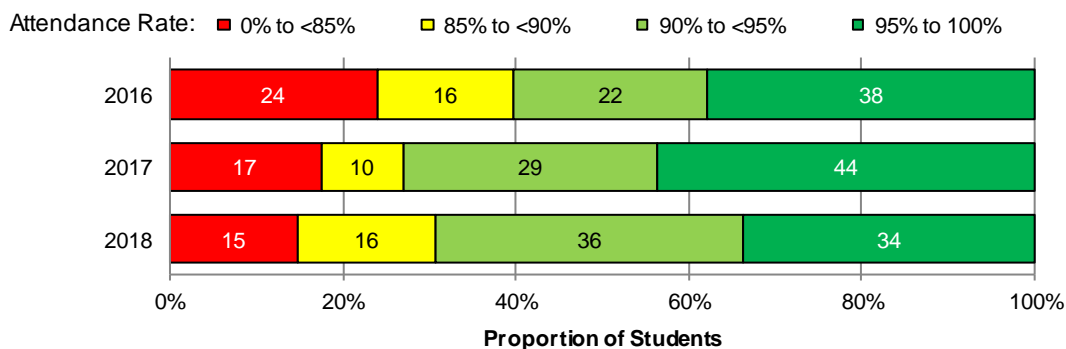
Year level	2016	2017	2018
Prep	86%	94%	92%
Year 1	90%	90%	92%
Year 2	94%	91%	92%
Year 3	92%	94%	88%
Year 4	94%	92%	91%
Year 5	86%	93%	91%
Year 6	93%	92%	93%

Notes:

- Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
- Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
- DW = Data withheld to ensure confidentiality.

### Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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
  - Roll Marking Absence
  - 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).

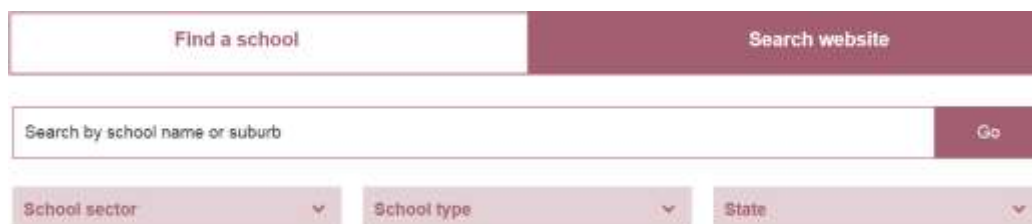
Principal to make follow-up phone calls to parents and begin Enforcement of Attendance procedures.

## NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.



The screenshot shows the search interface on the My School website. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus labeled 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

[View School Profile](#)

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile   NAPLAN   Attendance   Finances   VET in schools   Senior secondary   Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	17	18	15
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	16	18	15
Percentage of Indigenous students awarded a QCE at the end of Year 12		100%	100%
Number of students who received an OP	4	5	8
Percentage of Indigenous students who received an OP		0%	0%
Number of students awarded one or more VET qualifications (including SAT)	16	17	15
Number of students awarded a VET Certificate II or above	10	16	15
Number of students who were completing/continuing a SAT	4	1	2
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	75%	100%	100%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	94%	100%	100%
Percentage of QTAC applicants who received a tertiary offer.	100%	100%	100%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	0	0	1
6-10	0	1	2
11-15	3	4	5
16-20	1	0	0
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	13	16	0
Certificate II	10	16	15
Certificate III or above	0	0	1

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Students completed Certificate II qualifications in Skills for Work and Vocational Pathways.

## Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	113%	78%	68%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort		200%	0%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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		

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.calendsc.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx> [